

A MODEL FOR USING PROFESSIONAL COMPETENCIES OF
COMMUNITY COLLEGE COUNSELORS AS A BASIS FOR JOB DESCRIPTIONS

BY

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Abstract of Dissertation Presented to the Graduate Council
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By

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The primary purpose of this study was to review in depth public community college counselor competency data, collected by a special Community College Counselors Competency Committee. The competency data were submitted by public community college counselors in the State of Florida to assist in the development of a model which would help counselors in community colleges examine the competencies they need in order to provide appropriate services for students.

✓The model developed as part of this research should assist an individual in preparing a job description for community college counselors which is based on perceptions of counselor activities. The model itself was based upon an analysis of competency data as reported by the 108 counselors in the 28 public community colleges in Florida who answered the survey questions.

Analysis of data submitted by public community college counselors indicated that their jobs included activities not directly related to counseling students such as staff and organizational management. It would appear from the research of literature that the administrator, the client, the community, the counselor, and the counselor education personnel all have views which are different to some degree in regard to the tasks of counselors and the competencies considered necessary to carry out these functions. Since persons holding counseling positions do not always complete preservice programs which provide the competencies they need, there is not always preparation for the competencies prior to employment. This is true even though the guidelines for preparing counselors is very similar in scope and role definition to the competencies as described by the 108 counselors in this study.

Those competencies which counselors are required to engage in daily/weekly are also identified in this study. There should be an agreement on what the community college counselor's job is as described by job description.

Inservice development becomes a pursuing college activity in order to aid individuals in achieving the level of the job descriptions based upon the model.

The five competencies that all counselors (100%) agreed are necessary to function effectively were:

1. Communicates accurate information
2. Orally communicates information

3. Participates actively and constructively in assigned tasks
4. Acts in supportive and cooperative manner
5. Functions in legal and ethical manner.

The five competencies in which there was least agreement were:

1. Designing and implementing multiple teaching strategies to achieve workshop/course goals and objectives
2. Evaluating results of their interventions
3. Performing basic research and needs-assessment analysis
4. Selecting, training and supervising personnel associated with organizational management area
5. Managing personnel, budgets and other aspects of program implementation.

CHAPTER I

BACKGROUND AND JUSTIFICATION

The community college is a relatively young concept in the history of education in the United States. The public community colleges in the State of Florida have many common attributes. These colleges are similar to the other community colleges in the United States and provide programs which satisfy the needs of the general population and meet the specific needs and particular interests of their students. However, as one of the primary objectives of the community college is to serve the needs of the student and the surrounding community, large generalizations from one state's population to the entire nation should be considered presumptuous and be made with extreme caution because of the systematized bias. Each community college has its own unique identity and yet retains a certain flexibility inherent in the community college concept.

The ability to meet the broad range of needs of the student population requires that each counselor serving the heterogenous population possess a variety of competencies, perform many different functions, and engage in numerous activities. The success of the community college depends to a large degree on its ability to select and retain the

personnel best able and most willing to help meet this broad range of needs identified both by the student and by the community.

Criteria for Selecting Counselors

The general laws and regulations in the State of Florida provide a framework, through the district boards of trustees, which allows the community college to define the results they expect to achieve with their programs, and to select and retain their personnel on the basis of specified criteria which they consider appropriate to help obtain these results. Historically, many community colleges in the United States select professional counselors through the use of specified certification criteria. Since the target population for this research were the public community college counselors in the State of Florida, the method used in determining their qualifications for their positions is pertinent.

Certification criteria in Florida are provided by State Department of Education regulatory bodies in accordance with State of Florida Statutes. State of Florida Statutes, 230.755 and 230.759 relative to certification of professional personnel, were amended October 7, 1975. The State Department of Education regulation 6A-14.414, concerning certification, was amended in accordance with this state statute to allow exceptions to the requirement that personnel possess a valid Florida certificate issued by the Commissioner of Education. A copy of 6A-14.414 concerning certification

of personnel is attached as Appendix A. Personnel may now be selected and evaluated based on "descriptions of competencies judged to be related to successful performance" in accordance with this regulation. More flexibility has been provided the Florida public community colleges in selection and evaluation of professional personnel with these new regulations.

Personnel are now exempt from certification in Florida by the Department of Education provided that criteria for each position, including a description of competencies considered important for performance of assigned duties, are on file with the director of the division of community colleges. This change in regulations is in keeping with the policy of allowing each individual college to remain viable and meet the unique needs of the community.

The Division of Community Colleges, a part of the State of Florida Department of Education, with the support from the Council of Student Affairs, organized a Community College Counselor Competencies Committee composed of ten representatives from the community colleges. The purpose of this special committee is to develop a community college counselor model which will assist counselors to examine the competencies they need in order to provide appropriate services, and the institutions to develop alternatives to state certification for community college counselors. The work of this special committee will be completed during 1978.

The committee, in an effort to carry out the objectives of the assignment, solicited recommendations from all 28 public community colleges in the State of Florida as well as from the American College Personnel Association (ACPA) for inclusion in the questionnaire that would be used in collecting data. There were 68 responses to this request for recommendations. The committee developed the form, which is attached as Appendix B, to be mailed by the Division of Community Colleges State Department of Education to all the public community college counselors in the State of Florida. Counselors at the 28 public community colleges were requested to complete the questionnaire and return it. The competencies and functions listed on this survey form were derived from this state survey of public community college counselors and the contributions by ACPA.

The purpose of this study is to review in depth and to consolidate the data collected by the Community College Counselors Competencies Committee. A community college counselor model has been developed from these data and may be used by any organization or institution having an interest in counselor education, certification, employment functions, and evaluation. This research utilizes but does not duplicate the committee's work, by examining the data collected by the survey instrument and by arranging these data in a way that constitutes a model for defining position descriptions for community college counselors. The

counselor model, developed as part of this research, should be of assistance in identifying the various competencies of counselors, and should also provide guidelines for the use of these competencies in specific situations in community colleges. Although certain competencies would be applicable in any educational setting, the focus in this study is specifically upon the community college setting.

The Problem

Statement of the Problem

There are difficulties inherent in meeting the new Florida method of certification. The college employing a counselor must be able to describe expected competencies both for initial and for continuing employment in terms of a definitive description of competency for each counseling position. It is possible that the individual charged with the responsibility for describing the initial and ongoing competencies of a community college counselor has not has previous experience in the various community college counselor positions. In an effort to help resolve this problem, and in order to provide a model for defining the position of the community college counselor, answers to the following questions have been emphasized:

1. What are the relationships between stated competencies and specific activities of community college counselors in the State of Florida?

2. Which competencies do Florida community college counselors consider they attained as part of their formal educational preparation?

3. Is there a significant relationship between the number of years of experience, degrees held, and the Florida community college counselors' perceived competencies?

4. What are the essential elements of a model for community college counselors which may be derived from these competency designations.

5. Can such a model be translated into job descriptions for a community college counselor as an alternate requirement for certification?

Delimitations

This study includes only data which have been collected from counselors in public community colleges in the State of Florida. The research includes, but is not necessarily limited to a study of the stated competencies, specific activities, years of experience, and the level of degree held. Specifically, this study does not attempt to analyze individual counselor competencies, education programs or the various preparatory counselor education programs at the different universities. Additionally, this study does not attempt to determine if there is a significant difference between institutional counseling programs or the quality of individual counselor education programs.

Limitations

Several limitations should be considered regarding this study. Since this study is limited to the community colleges in the State of Florida, it will not be possible to formulate generalizations applicable to all the community colleges in the United States. The instrument itself as well as the analysis of data used in this research are limited to the instrument and the data submitted in accordance with the Florida State Department of Education request to the 28 public community colleges and the ACPA for assistance. The data are biased by the fact that contributions or submission of data were voluntary. The data collected were submitted by interested participants.

Definition of Terms

The following definitions have been developed and apply to this research:

Competency. That behavior exhibited by an individual which is influenced by the body of knowledge that the individual possesses.

Function. An activity or a collection of activities which demonstrates the competency of an individual.

Activity. Observable acts or deeds in a counseling situation which are considered part of a change process.

Model. The display of competency, function, and activity elements in such a manner as to provide a three dimensional appearance and emphasize the three dimensional relationship (Webster's third new international dictionary,

1976). A model in this instance will be used as a basis for developing job descriptions and criteria for selection of counselor educators in a community college.

Procedures

Population

The population for this study consists of those counselors at the 28 public community colleges in the State of Florida. The procedure which was followed was to have the Florida State Department of Education, Division of Community Colleges, send a questionnaire to each public community college counselor with a request for them to complete and return the questionnaire as soon as possible.

Initially, the counselors at the Florida public community colleges were requested to submit recommendations for items to be included in a proposed questionnaire. A questionnaire was developed utilizing the recommendations received. This questionnaire was mailed to the counselors at the community colleges with a request to make any recommended changes before the final version. A final revised questionnaire, Appendix B, was then developed and mailed to the community college counselors; 108 replies from the 28 public community colleges were received and used in this study.

Collection of Data

The counselors in this target population were asked to respond to 61 statements on the final questionnaire by

classifying each competency as to the extent it was considered necessary in order for a counselor to function; they were also requested to indicate how frequently (daily/weekly) they used the competency; and finally they were asked to indicate whether it should be considered necessary for entry level or should be part of counselor professional development. The counselors indicated if they had been given an opportunity to develop the competency they had as part of their professional preparation. Demographic data concerning their employing institution, their highest degree earned, and the number of years of experience as a community college counselor that each had completed were also collected and were key punched into the computer cards.

The information provided was classified into three competency areas and seven functional areas. The data were then key punched into 80 character computer cards and were used for the development of the three dimensional counselor competency model. Four cards were needed for each questionnaire received. These cards were computer processed using the Standard Statistical Package for the Social Sciences (SPSS) programs (Klecka, Nie, and Hull, 1975).

The procedure was to analyze these data comparing them with the literature in the field of counselor competency. Based on these analyses, a model has been developed which will demonstrate relationships between broad competencies, the functions, and the activities. The purpose of this

model is to provide a basis for development of job descriptions which may be used by various institutions as an alternate criteria for certification requirement.

Social Model

Some individuals attempt to describe and explain the physical and social worlds around them in terms of concepts. The model developed as part of this study is not a physical model, but a social model which contains observable concepts. In a social world models are used to illustrate how concepts may be related. In the development of a model there is a need to specify the elements for analysis. These elements can consist of theoretical ideas and/or descriptions of behavior. Abel (1971) stated that the relationship between selected elements should be illustrated in the creation of a model and can consist of many variables. The construction of a model must commence with decisions concerning the basic elements that will be used. It was decided that the development of a three dimensional model containing the various elements and illustrating the relationships between counselor competency, function, and activity would be useful in assisting community college administrators' understanding of what competencies counselors report they need and to develop definitive job descriptions based upon these perceived competencies. The two dimensions of Competency and Function were described by the Community College Counselor Competency

Committee, but through the analysis of the data on those dimensions the third dimension of Activity became apparent. These three dimensions in relationship to each, form a viable model as defined by Abel. The model can then be used as a basis for the development of job descriptions by individual college administrators.

Summary

Chapter I describes the need for an analysis of the competencies perceived by counselors in Florida's 28 community colleges as being essential to their positions, and describes the procedures followed in identifying the data in this study. Chapter II is a review of the literature and focuses on the development of the community college and its counselor's duties, activities, and competencies. Chapter III describes the source of data, collection of data, and the treatment of data. Chapter IV is a discussion of the research findings. Chapter V is a discussion concerning the conclusions and implications of this research.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature was approached from the standpoint of three major divisions. The first encompassed material relating to the development of the community college and the counseling and guidance profession. The second area is concerned with the professional responsibilities of counselors, their duties, activities, and competencies. The third division is concerned with the duties of counselors and their future responsibilities.

The Development of the Community College and Counseling and Guidance Profession

According to Bogue (1950) one of the first junior colleges in the United States was the Lasell Junior College at Auburndale, Massachusetts. It was established in 1852 and offered the student two years of collegiate instruction. This institution was later closed at the time of the Civil War and did not reopen after the war. Reports by Bogue, and Thornton (1972), agree that the first public junior college established in connection with high schools was at Goshen, Indiana. This junior college has also been discontinued. The oldest public junior college, still in

existence, is the Joliet Junior College in Illinois. This college was founded in 1901 and was basically a two year extension of the high school. By 1921 there were 207 junior colleges in the United States including 70 public community colleges and 137 private community colleges. According to Medsker and Tillery (1971) there were 1072 community colleges in 1968. In 1970 there were approximately 1100 community colleges in the United States and the growth is projected to increase to approximately 1500 by 1980. This increase in community college population is in response to the needs of the communities in which they are located.

Community College Purposes

The community junior college serves multiple purposes. These colleges, according to Thornton and Bielen (1974), are two year institutions which are concerned with the first two years of post high school education and other community service programs. According to these two authors these institutions provide one or more of the following services:

1. General education
2. Vocational education
3. Occupational education
4. Developmental education
5. Community service programs
6. Counseling and guidance services for all students.

These institutions are considered open door colleges in which any individual, high school graduate or person over 18 years of age, who can benefit from the programs offered, is acceptable for admission. It is Thornton's contention that these colleges will continue to exist, improve, and be supported as long as they meet the variety of demands placed on them by the students and the community at large. This wide range of students and programs requires that the counselors working at these institutions possess a wide substructure base of knowledge and experience. Recent studies (Bielen; Roueche, 1968; Hughes, 1976; Thornton) bring out the fact that the counselor, working at the community college, must be able to cope with personal or family worries, poor study skills, slow reading ability, substandard health, poor financial support of students, the neurotic tendencies of students, and the demands of the student's outside work. The counselor, according to these authors, does not have the responsibility for solving student problems, but only to assist them in finding a solution to his/her problems.

Development of Counseling

The roots of counseling go back to the very foundations of our culture. Shertzer and Stone (1968) said that the art of counseling can be traced back to the Old Testament. The Greek philosophers were considered early counselors in the context of man seeking advice and accepting that

advice. According to various writers (Shertzer & Stone, 1968; Shertzer & Stone, 1971; Brewer, 1942; Williamson, 1974; Bielen; Thornton) the history of counseling in this country is generally traced to the early 1900's and Frank Parsons who founded a vocational bureau in Boston to advise young men about jobs. In the literature Frank Parsons is referred to as the father of guidance. Group guidance, according to Gazda (1971), was introduced for the first time in 1912 at a Beaufort, Connecticut, high school.

Glendy and Caple (1972) conducted a survey to determine if there is a unique difference between community college counselors and university counselors. They used the Strong Vocational Interest Blank (SVIB) to measure the differences between 48 male community college counselors and 55 male university counselors. The community college counselors tested higher in the science and research areas. The number of graduate credit hours earned by the counselors at the community colleges also varied in respect to those at the university, with the latter holding a higher degree, or having obtained more graduate credit hours past their master's degree.

It is projected that there will be more demand for counselors in the future. Marland (1977) suggested that the increase in the individualization of education, coupled with the increasing complexity and changes in the job market, will increase the demand for more counselors who

have a wide variety of experience and education. Marland contended that the counseling area is one of the first areas which is cut back when there are budget reductions. The counselor with his/her low visibility is not always recognized by the administration as the most vital person to the college. He observed that the counselor is the key in any attempt to reform or remold the community college to meet new demands of society and the job market. The returning older students with their unique problems, and the rapid cultural changes taking place in society, are placing more demands on counselors today.

The Carnegie Commission on Higher Education (1970) report suggests that guidance should be the concern of the entire faculty at the community college and not just the concern of professional counselors. The primary concern of guidance is to help students make wise choices in curriculum which are designed to prepare students for specific occupations or careers. These purposes according to this commission are the responsibility of the entire faculty. Only with the counselor and the faculty sharing in this obligation can maximum benefits be derived.

During the entire historical development of the community colleges the function of guidance or more accurately counseling has been a part of the assigned role of these institutions. It is incumbent upon any investigation into this area that this continual emphasis be recognized as integral to the community college.

Professional Responsibilities and
Duties of Counselors

Guidance and counseling of students in the community colleges has long been considered one of the primary functions of community colleges according to Medsker (1960); Thornton; Goodman, Beard, and Martin (1975). A study by Goodman et al. (1975) of 171 public community colleges in the South, indicated that educational counseling is considered more important for counselors than vocational, personal, college transfer, financial aid, testing, job placement, and institutional research duties. He found that there is a need to provide more emphasis on vocational counseling even though 70% of the colleges now provide this type of counseling. Feingold (1970) viewed counselors as change agents in a complex society where individuals will have three or more different careers in a lifetime. Each work setting for an individual requires a specific orientation and relevant training. Society is expected to become more complex in the future. Feingold writes:

In my opinion, one of the prime functions of counseling and guidance is to help people integrate their experiences and develop understanding of their assets and limitations in relation to the constantly changing world in which they live. (p. 1)

In the literature reviewed there appears to be a tendency to use the words guidance and counseling synonymously. According to Shertzer and Stone (1971) guidance "is the process of helping an individual to understand himself and his world" (p. 40). Guidance appears to be more

a point of view and deals in a general direction rather than with specifics. Shertzer and Stone (1968) provided a definition for guidance and counseling. They said "guidance is most commonly used to refer to a set of services; its practitioners, by hook or crook, bear a title, counselor, which derives from only one of these services" (p. 582). This term guidance is derived from the word guide and counselors are not generally referred to as guides. The term guide is vague while to counsel is more specific. Shertzer states that generally counselors view their profession as a collection of specific activities; they do not call themselves just guides.

In the research of the literature there were more definitions for counseling than for guidance. A few of these for counseling are:

Counseling is an interaction process which facilitates meaningful understanding of self and environment and results in the establishment and/or clarification of goals and values for future behavior. (Shertzer & Stone, p. 26)

Counseling is a helping profession whereby the counselor assists a person to recognize and use his own resources and opportunities in order to understand himself, make decisions, and cope with problems. (Deighton, 1971, p. 233)

an interactive process conjoining the counselee who needs assistance and the counselor who is trained and educated to give this assistance. The goal is to help the counselee learn to deal more effectively with the reality in his environment. (Perez, 1965, p. 5)

a process in which the counselor assists the counselee to make interpretation of facts

relating to a choice, plan, or adjustments which he needs to make. (English & English, 1958, p. 127)

a process which takes place in a one-to-one relationship between an individual troubled by problems with which he cannot cope alone, and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties. (Smith, 1955, p. 156)

the process by which the structure of the self is relaxed in the safety of a relationship with the therapist, and previously denied experiences are perceived and then integrated into an altered self. (Halm & MacLean, 1955, p. 6)

helping an individual become aware of himself and the ways in which he is reacting to the behavioral influences of his environment. It further helps him to establish some personal meaning for this behavior and to develop and clarify a set of goals and values for future behavior. (Blocker, 1966, p. 5)

Community College Counselors

Whitehead (1974), in his research of the community college counselor role, described the counselor in a broad sense. He considered counselors an effective social force. Whitehead also wrote that counselors have an identity problem in that it is not clearly understood what they do or how well they do it. He stated that the counseling function in the Florida community college system is very effective even though the counselors have this identity problem. Arbuckle (1972) describes the counselor as:

The counselor is a person who has faith in people, a belief that people can grow and develop and that they can stand tall, having pride in self.

To become this person the counselor must be a knowledgeable individual, but far more important, this knowledge must have helped him move along the road toward wisdom, which includes compassion and love and understanding. (p. 787)

Professional counselors possess many attributes.

Fullmer and Bernard (1964) reaffirm the position that the counselor should be skilled in interpersonal relations.

They also specified that a counselor should be able to:

1. Give accurate career information
2. Administer and interpret tests
3. Perform research
4. Work towards self-actualization
5. Generate an accepting attitude towards all counselees.

The counselor needs to be able to discard all prejudices and work hard to accept each individual as a unique human having worth. Young and Harris (1977) wrote that counselors should be interactive, proactive, and client-centered. He also developed three counseling models which were dependent, interdependent, and independent. The dependent model is one in which the counselor prescribes the appropriate educational program for the student. The interdependent model of counseling ties the institution and the student into a mutually acceptable package. In this second model the counselor functions as the resources person who is an expert catalyst in human relations and can communicate. The interdependent model helps the student make the maximum use of the college resources. The independent model contains

little interaction between the institution and the counseling center. The independent model is usually concerned with orientation programs in which there is a non-involvement on the part of student and counselor. Carkhuff and Berenson (1967) wrote:

only when we break free of society can we return to contribute to it. (p. 217)

The responsibilities of public community college counselors according to McKee, Harris, Rhodes, and York (1977) are different from those found at the university. The public community college generally is a nonresidential college. The community college also has a more complex student population consisting of various minority groups, midlife adults, senior citizens, and a less cohesive community population.

According to Zwibelman (1977) professional counselors have many responsibilities and perform various functions in carrying out their responsibilities. Counselors help students with problems related to academic programs, vocational and career choices, social interaction problems, and drug and sexual problems. Zwibelman believes that students are more comfortable with peer counseling assistance when the problem is in the area of drug and sexual matters. If a student is depressed or has neurotic tendencies he/she will prefer the professional counselor for assistance rather than a peer counselor. The peer counselor is preferred for casual visits where there is no purpose, but if there is a real problem they prefer a professional counselor.

According to Newton and Richardson (1976), Jackson and Thompson (1971), and Freedman (1966) there are a variety of skills which counselors must possess to be effective in their profession. There are some requirements for counselors at the entry level and other skills are developed while working in the professional situation. Newton and Richardson emphasized that a high priority should be given for excellences in human relationship, creative abilities, and the skill to be a change agent. Jackson and Thompson wrote that the most effective counselors are those who have a positive attitude and project genuineness, empathy, and an unconditional positive regard for the counselee. Freedman conducted a special study to investigate the relationship between the counselee in a counseling situation and the verbal behavior of the counselor. He concluded that the verbal behavior of the counselor strongly effects the relationship with the counselee. He also found that there are different communication patterns that each counselor has which makes that counselor more effective with one group of students than another. Jackson and Thompson reported that the most effective counselors are those who are cognitively flexible and can tolerate dissonance or ambiguity. They believed that the greatest weakness of counselors was in their attitude towards self, clients, and the counseling profession.

Neil (1976) conducted a follow-up study of Menne's (1975) work to identify counselor competency. Counselors

need skills in assessment, interaction, decision making, program development, and evaluation. Their assessment ability should be reflected in the ability to determine the status of the counselee. The interaction skill is demonstrated by the dynamics of the individual and in group counseling. Neil believed that counselors demonstrate the skill of decision making by being able precisely to identify problems and through goal analysis and development. He also believed that the skill of program development can be established by setting up a program which will show an increasing rate of success potential. This rate of success can be demonstrated by establishing measurement criteria to determine what accomplishments the counselor made.

Professional Preparation of Community College Counselors

According to Deighton (1971) professional preparation of counselors requires special well planned training programs. The counseling profession should not be considered an evolutionary process. He stated that there are 330 colleges and universities which provide counselor preparation. The Randax[®] graduate school directory, edited by Robert Pastman (1975), lists 116 colleges and universities offering degrees in guidance and counseling. The College blue book 16th edition degree offered by college and subject (1977) lists 267 colleges and universities offering degrees in education, counseling and guidance, in the United States. This source also lists an additional 52 colleges and universities

offering degrees in the categories of: counseling; education guidance; guidance; and guidance and counseling.

The Standards for the preparation of counselors and other personnel service specialists (1977) were adopted by the Association for Counselor Education and Supervision (ACES) membership in October 1973, and provide guidelines for the graduate preparation of counselors and other personnel service specialists. This documents lists the objectives for preparing counselors and other personnel service specialists and a recommended program of studies, including a supervised work experience. The program of studies includes a common core which is composed of general areas considered to be necessary in the preparation of all counselors and other personnel services specialists; and an environmental and specialized studies for different work settings. The common core general areas are considered to be:

1. Human growth and development with emphasis on psychological, sociological, and physiological approaches.
2. Social and cultural foundations including ethnic groups, subcultures, sexism, changing roles of women, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns.
3. The helping relationship including the philosophic basis and counseling theory.

4. Group theory and types of groups including the practices, methods, dynamics, and facilitative skills.

5. Life-style and career development including areas such as vocational choice theory and the relationship between career choice and life-style.

6. Appraisal of the individual including methods of data collection and interpretation.

7. Research and evaluation including statistics and research design.

8. Professional orientation including goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, and role identity of counselors.

The program of environmental and specialized studies includes a study of the environment where the potential counselor anticipates employment. The supervised work experience should provide for experience compatible with the counselor's career goals. It is possible that this work experience would include areas such as financial aid, veterans affairs, and work with the handicapped students.

The ACES guidelines for doctoral preparation in counselor education (Hansen, 1978) provides suggestions for evaluating existing doctoral programs in counselor education and for establishing new programs. "The primary purpose of the doctoral program in counselor education is

to prepare leaders for all areas of counseling, guidance, and student service as well as counselor education" (p. 163). The doctoral student should be given an opportunity to participate in course work and seminars that extend the knowledge and skills beyond those obtained in the core program outlined in the Standards for the preparation of counselors and other personnel service specialists. The other core areas suggested for inclusion in the development of competencies for doctoral students are supervision, management/administration, and teaching. The doctoral program should provide opportunities for students to gain a depth of knowledge in numerous areas such as career guidance, research, learning theory, testing, and evaluation. The guidelines provided in this article are a culmination of 17 years of work to develop standards that could be adaptable at all levels of counselor education (Stripling, 1978).

The specific requirements for the counseling profession vary from one state to another, with the majority of states recognizing counseling as a profession requiring at least a master's degree for certification prior to employment in an educational setting. Usually states require, as part of the certification requirement, one to five years of teaching experience prior to entering the counseling profession. If all counselors were graduated from programs which were based on these guidelines, the gap between education and practice would be narrow indeed. However,

many counselors have received no counselor preparation at all even though others may be well prepared.

Ricksecker (1965) in his study of counselor education concluded that there is a difference in the graduation date of counselors, dependent upon the type of problem they developed during their counselor program. He found that counselors who had a great need for employment graduated at an earlier date and at a higher rate than those who had emotional problems. He also found that both the individual counselor and their problems developed at different rates during their professional preparation. Fullmer and Bernard concluded that counselors should be knowledgeable in a variety of fields and be constantly expanding their knowledge. Counselors must have the ability to know a client's capacity and their goals, and be able to guide the client toward effective relations with others. According to these two the counselor should also be knowledgeable in group as well as individual counseling techniques. Course work in sociology is recommended to help understand group behavior and human adaptability. Cultural anthropology is considered helpful in much the same way. Courses in economics are considered important so that the counselor working with clients will be able to help them understand the changes in society and find employment. Bernstein and LeComte (1976) believe that basically there are two skills which should be taught as part of counselor education. The trainee should

develop skills in the experiential area, such as with group and individual activities, and in a supervised practicum in counseling.

Pulvino (1975) in his article identified an area that other authors did not mention which he considered to be a weak area in counselor preparation. He believed that counselors should be made aware of their psychic energy. Most counselors he found were skeptical of this concept of psychic energy. Pulvino also believed that counselors will have to be provided additional preparation in this area as most counselors have not had this included as part of their formal training. Specific hardware for biofeedback, electroencephalogram, and Kirlian photography would have to be purchased for inclusion as part of the professional training. He also believed that more research needs to be conducted to support these beliefs. He strongly believed that matching clients and counselors by energy levels would be very effective in obtaining the maximum from counseling situations.

Criteria for Selection

Recognition of professional counselors through certification is found in the majority of states and territories in the United States, but in some states certification is optional according to Brewster (1957). The Florida Requirements for Teacher Certification (1977) manual Section 6A-4-46 lists the certification requirements for community colleges in Florida. There are two ways in Florida that

certification can be granted according to this manual. One method is to meet specific criteria listed in Section 6A-4-46 and the alternative method is to grant certification based on a request when it is received from the community college president at the college where the individual will work.

Community College Counselor Activities

Professional counselors are asked to perform various assigned tasks and assume different roles requiring a variety of competencies. The Educational Association of Texas (1971) specified that where counselors are employed they should have the ability to plan, counsel, consult and coordinate in a professional and accountable manner. This organization also specified that what the counselor does should help the student in the learning process. Gallagher and Demos (1970) and Hughes are more specific in their reports of what counselors should be capable of doing and what roles they play. Gallagher and Demos list major areas of responsibilities for counselors as: personal counseling for specific vocations, faculty consultation, conducting orientation, and conducting an exit interview. Hughes described major areas of counseling and listed the percentage of time counselors spend in each area. It is interesting that Hughes in his report showed counselors spending only 23% of their time in individual counseling, but 29% of their time in professional and faculty activities. The only

other area he found in which counselors spend over 20% of their time was 21% in guidance related activities. The least percentage of time was 11.4% in administrative activities such as planning, reporting, supervision, and attending meetings.

Dietz (1972) reported specific areas in which counselors received the most job satisfaction. He found in his study of 246 certified Tennessee counselors, they were least satisfied with research activities. He did not conduct a study of specific counselor programs, but researched what counselors do and the satisfaction they receive. Dietz attributed the low rating he found in counseling activities to the limited training experience counselors had received or the result of a short supervised practicum. He determined that very little time was provided to train counselors in research activities and considered this might contribute to a low rating for this activity. The second highest rating of satisfaction was in public relations. The following is a list of activities Dietz found counselors engaged in and are arranged in the order of job satisfaction from the highest to the lowest:

1. Placement
2. Public relations
3. Education and occupation planning
4. Staff consulting
5. Pupil appraisal

6. Referral
7. Counseling
8. Program development
9. Parent help
10. Research

Gares (1974) conducted a study of 90 counselors and identified 24 competencies. The majority of these counselors agreed that the most important competency was the ability to analyze situations and develop creative problem solving techniques. The least important competency was considered to be performing research. There appears to be a great variety of opinions on what counselors do, what their goals are, how they carry out their responsibilities, and what their professional responsibilities are. The St. Louis Junior College District Counselor Committee (1974) developed a statement for the goal of counseling.

The goal of counseling is to help each student understand and accept himself, become more aware of his alternatives, and learn effective decision making skills, leading toward greater self-direction and assumption of responsibility. The counselor provides the professional assistance to the student in coping with personal situations, improving relationships with others, focusing on vocational choices, and defining educational plans; in the process, the student explores who he is, what he values, and what he wants to become as a human being. (p. 2)

Hanson (1977) reported a study, conducted by the American College Personnel Association leaders, to determine with which activities counselors are concerned. There were six major areas the majority of counselors were concerned with according to this study: goal setting, consulting,

establishing priorities, instructing, evaluating, and assessing. Spooner and Stone (1977) determined there were seven categories in which counselors were active: goal setting, confrontation, reflection/restatement, interpretation/summary, structuring, probing, and minimal verbal activity. The purpose of Spooner's study was to determine if skills acquired during professional preparation were ever used after the counselor completed professional training and performed counseling functions. She considered that probing was necessary in the initial client contact, but the counseling activity should not be a counselor initiated interrogation.

Merrill (1954) studied counselor activities in student placement and found that placement services are effective if they are patterned after business placement services/employment agencies. Some colleges employ business experienced personnel for placement service and use counselors for academic administration, personal, and social counseling. He reported that the University of Minnesota found counselors who functioned in the placement and normal counseling areas were the most effective. The vocational counselors in this study were found to be the most effective in the placement office. Silverman (1977) reported that if psychoanalysis is going to be provided by counselors the system of having a counseling center was a more effective approach. In a counseling center arrangement, students can approach a counselor on an academic or vocational basis and then, when

they are sure of the relationship with the counselor, can request assistance on more personal issues. The advantage of the counseling center is a student does not have to decide that they are mentally disturbed to receive help.

Mehrens (1978) stated that research functions in the counseling area have fallen short of their goals. Research alone does not give counselors the answers they need. One of the problems he believed with counseling research, was the poor attitude held by counselors towards this activity. Mehrens found that there was a more favorable attitude in education towards the science of biology and physical science than there was in counseling. There is a tendency to regard counseling as a soft science if a science at all. He attributed the lack of interest on the part of counselors towards research to insufficient preparation in research and concluded that therefore they are not able to read and understand research data.

The Report for Florida Community Colleges 1976-1977 (1978) contains suggestions for community colleges providing community counseling services. Community services according to this report "include, but are not limited to library, clinical, and educational counseling service for citizens not enrolled at the college" (p. 91). In the specific area of counseling and advisement the college provides activities such as "counseling students and parents, evaluating student abilities (testing), assisting students in career planning, and assisting students in personal and social adjustment and development" (p. 93).

Counselor Functions

Jonassen (1975), in her research to determine the direction for student personnel services in Florida's 28 public community colleges, identified a total of 34 personnel functions. Five of these functions were performed by counselors in colleges and were:

1. Career advisement
2. Student counseling
3. Student advisement
4. Faculty consultation
5. Act as a change agent

Crumbaugh (1975) studied the various functions of counselors. He believed that direct advice to counselees was generally counterproductive. He considered that the "basic function of any counselor is, of course, to help his clients work out problems on which they have sought assistance" (p. 15). The key to his statement was to help the clients, not direct them. Hackney (1976) in his study of 8 community colleges and 35 counselor functions in Michigan found that there was an incongruence between what counselors and administrators perceived they should do. Counselors were more interested in providing services that involved direct contact with students, but administrators thought they should be more active in community liason work, and did not consider personal or social counseling as important. Collins (1965) researched the 23 counselor functions, proposed by the American Council on Education for counselors to carry out over a 40 hour period, and

considered these functions excessive. His review of literature led him to believe that the area of greatest weakness in counseling was in vocational counseling. The counselor in the community college has very little experience and knowledge in the field of vocational counseling. To be a true catalyst Collins believed the counselor should "radiate approachability and acceptance and have a tough, logical mind, otherwise he simply joined the students in beating his way around in circles" (p. 549).

Grites (1976) identified, in his model for student development, four operational functions in counseling: academic advisement, professional or career advisement, personal and social counseling, and the counselor evaluation process. Fullmer and Bernard summarized counseling functions as interrupting, intervening, and influencing. For the purpose of this research seven functions have been identified and are listed in Chapter I and are also described in detail on the questionnaire attached as Appendix B.

Counselor Competencies

This author found more research with more precise definitions concerning competency than with the functions of counseling. Hall and Jones (1976) stated that before competencies can be understood, there needs to be a mutual understanding of the term, competency. They believed the competencies required for simple jobs such as plumber or

carpenter can be understood by a task analysis. Competency identification for all the different behaviors found with effective counselors presents an entirely different problem. Hall and Jones considered the first step in identifying different counselor activities to be the development of a definition for competency and include activities which depends on the goals and objectives. They defined competency as "a statement that describes the observable demonstration of a composite of the specific skills" (p. 28). They further defined a competency statement as "a description of performances that are based on acquisition, integration, composite building, and application of a set of related skills and knowledge" (p. 30). Two other definitions found in the research of literature are:

Competency-the capability to engage in specific skills and knowledge necessary for the completion of a specific activity. (Bielen, p. 13)

A competency is a rational performance which satisfactorily meets the objectives for a desired condition and . . . basic to life and preservation of life, preserved in common by social group, technical, professional performance and responsibility for that performance as related to education. (Johnson et al., 1974, p. 16)

There is a need to develop definitive competency statements before any measurement of competencies can be accomplished and accountability established for counselors. Krumboltz (1974) and Stokes (1977) discussed evaluation of counselors and measurement of competencies. These competencies need to be behaviorally defined and measurement

criteria established that are relevant to the duties of counselors. Stokes also believed that the competencies developed as part of the professional preparation should be measurable and be measured as part of that preparation. The book One approach for developing and using criteria for personnel decisions (1978), published by the State of Florida, provides a process for development of competency descriptions and criteria for personnel decisions. This book should prove useful to any college and includes the steps recommended for developing college mission statements and in evaluating competencies. The book also includes other criteria to assist in the selection and retention of personnel in accordance with the new Florida State Board of Education Rule 6A-14.61 (Appendix A).

Most authors do not definitively discriminate between counseling and guidance functions. It has been difficult to find literature which provides precise definitions for counselors, guidance personnel, and specific competencies for each. Stufflebeam (1965) conducted an investigation to try and determine if there were any differences between the individual characteristics associated with guidance competencies and counseling competencies. After studying 142 counseling and guidance students at five universities, he came to the conclusion that there is no significant difference between training competencies in counseling and those in guidance.

Hughes cautioned against reducing the number of community college counselors during a financial crisis or because of a reduction in student enrollment. One of the first areas considered during cost reduction are the counseling programs as they generally do not generate state funding, counselors are often seen as therapists, and many times counselors cannot justify what they are worth to students, faculty, or to the institution. Hughes maintained that counselors are in a position actively to generate interest in the community college and thereby stimulate an increase in student enrollment.

Menne asked 75 counselors from a variety of work settings to contribute statements of competencies which they considered necessary for face-to-face counseling. In a survey the American Psychology Association (APA) members and other professional counselors were asked to rank 132 competencies in order of importance. A total of 376 experienced counselors were surveyed. Twelve dimensions for competency were found through factor analysis of the collected data. The retrieved data were sorted into broad categories such as knowledge and skills and in subcategories such as listening--communication skills. The twelve dimensions of competencies identified were:

1. Professional ethics
2. Self-awareness
3. Personal characteristics of the counselor

4. Listening communications skills
5. Testing skills
6. Counseling comprehension
7. Behavioral science
8. Societal awareness
9. Tutoring techniques
10. Professional credentials
11. Counselor training
12. Vocational guidance

Spiegel (1976) conducted a study to determine the importance of a counselor's credentials in the determination of a client's impression of a counselor. She found that clients form opinions in regard to the competency of a counselor based on an initial impression of a counselor. Clients develop a perceptual set based on apparent expert credentials of a counselor. It takes extreme behavior by a counselor to divert a client once they are impressed with credentials. Spiegel also found that peer counselors may be less threatening and more acceptable, but professional training was viewed as a competency. The perceived counselor competency was determined to a large extent by the professional training and apparent credentials. She recommended that more extensive training should be required for peer counselors if they are to be used. This training would be required to legitimize their role and provide them with the credentials to establish competency.

Accountability and the Future Responsibilities
and Duties of Counselors

The research of literature would not be complete without a review concerning the future of counselors in the United States. If there were no future for counselors in the community college then further analysis of the problems concerning counselors would not prove useful except in an historical sense. There is a need to identify what counselors do, how well they do it, and evaluate the profession and the individual counselor. If competencies are to be used as measurement criteria then these competencies must be defined in such a manner that they can be evaluated.

Various authors (Roueche, Baker, & Brownell, 1971; Humes, 1972; Pulvino, 1976) have written about the importance of accountability in education. Roueche et al. (1971) stated that unless individuals are held accountable for what they do, the incentive to do better is less than maximum. If an individual is going to be held accountable there must be preestablished standards or measurement criteria to determine whether that person is achieving the desired results. According to Roueche et al. (1971) the raw material, the student, and the manufacturer, the educator and the institution, need to be considered in a measurement equation of education. Humes emphasized that there are many individuals who state the guidance cannot be measured. The public demands service, but if competencies cannot be defined they cannot be measured. He believed

there must be a cause and effect, and said that in the area of guidance and counseling, the profession is not very well defined. Pulvino (1976) stated, "To be accountable the counselor must know what they want to do, why they want to do it, and how they hope to accomplish their goals . . . and also have some idea how to measure it" (p. 9). Pulvino (1976) stated that the counselors should be involved in helping to establish measurement criteria for counselor job performance.

Silverman believed that unfortunately there is a tendency on the part of administrators to observe counseling as a luxury and not an integral part of student life. Administrators tend to perceive counseling as providing psychological assistance and this is considered a non-essential service by some. According to her, counselors are required to work longer hours than other faculty, they do not receive faculty status, and are not treated as professional equals. She attributes this treatment to the fact that counselors have low visibility, and many times they are not sure what they do. Counselors have trouble defining what they do in simple terms. Unless counselors can change this image, there is indeed a dim future for the counseling profession.

LaPradd (1971) reported a study in Florida by personnel at St. Johns River Junior College. This study was conducted to see what could be done to increase the amount of counseling and guidance services and thereby reduce the counselor ratio of 1:400 so that more personal counseling of

students could be provided. According to LaPradd the college established a program in which volunteer faculty were provided inservice education to help advise students in matters concerning specific careers and academic programs. This innovative program freed counselors to perform more personal counseling in the affective domain, while the faculty were effective in the cognitive domain. This program reduced the counselor student ratio to 1:30. Over 93% of the students reported they benefited more by the new teacher-advisement program.

Feingold has forecast the role of the counselor for the 1980's. He believed that the need for counselors in the United States will increase during the coming years. Counselors will be needed to serve the entire population, not just the public shools and colleges. Feingold said the following groups of people will provide greater employment opportunities for professional counselors to serve in the 1980's:

1. Student populations K through life which will also include the handicapped. People will enter and leave education through a revolving door
2. Drop-outs from all types of schools and situations
3. Returnees for retraining programs to upgrade their skills
4. Returnees for retraining in another career

5. Leisure and non-working personnel
6. Senior citizens for various purposes
7. Middle age citizens seeking career changes
8. Youth entering or returning from military service
9. Retired personnel.

Feingold also described the competencies the counselor in the future will need. Many of these same competencies are required in a counseling situation today. He predicted the following competencies will be required for the future by counselors:

1. Greater sensitivity through reality testing
2. Greater knowledge, understanding and empathy for clients from other socio-economic groups
3. Greater support for the non-conformist
4. Greater teamwork. Counselors will have to do more than profess cooperation, they will have to demonstrate it.
5. Greater knowledge and more effective use of resources
6. Greater knowledge of vocational counseling
7. Perfection of new techniques such as computer applications in counseling and curriculum development
8. More capability in the dimension of group guidance

9. More effective utilization of personnel
10. More involvement in curriculum development
11. Greater recognition of the importance of research and perform more research
12. Greater skill in selective placement functions
13. Greater involvement in social actions and legislation.

Model Building

Abel (1971) describes the steps to be taken in social model building. The model developed by this study followed his recommendations for the development of a social model. According to Abel an individual who is interested in developing a social model starts by identifying the elements which will be used in construction of the model. The grouping of these elements usually takes place at first through the determination of certain commonalities which might exist between some of the elements and the groups of elements, he is in a position to construct a multi-dimensional illustration which may assist an individual to understand better a particular proposal or presentation.

Summary

In conclusion, the development of the community colleges and the counseling and guidance profession in these colleges, is a recent development when compared with the historical foundations of other colleges and universities. The population which the community college counselors

serve is different from that found in other educational settings. This variance in student population is attributed to the wide demographic parameters found in the community college clientele and the multiplicity of programs the colleges offer. The professional responsibilities, duties, activities and competencies possessed by these counselors will vary from one counselor to another dependent upon their particular employment position and their educational preparation. It is anticipated that in the future the responsibilities and duties for counselors in the community colleges will change as the institution adapts to changing situations in society.

Charkhuff and Berenson summarized the counselor client relationship by saying "The essence of any significant human relationship is captured in the depth and quality of the shared effect" (p. 180). The community college as an institution, and the counselors as a profession working with students within these institutions, share in the responsibility for significant human relationships. To describe this relationship in a way that will provide a job description for these individuals is a task which required special attention in this study.

CHAPTER III

PRESENTATION OF THE DATA

This study is designed to review in depth the data collected by the State of Florida Community College Counselor Competencies Committee. These data were provided to assist in the development of a community college counselor competency model. It is anticipated that the data in this study will be useful to any organization, institution, or individual associated with professional counseling in providing a basis for job descriptions. This chapter consists of the following three major divisions: the source of the data including the population and geographical parameters; the data collection method and the instrument; and the treatment of the data. The analysis of these data, and the conclusions reached through this analysis, will be presented in more detail in Chapter IV.

Sources of Data

Colleges

There are 28 public community colleges in the State of Florida. The questionnaire which was used in this study was developed by the Community College Counselor Competencies Committee and was mailed to the Florida public community colleges with a request that the questionnaire be given to

the employed counselors to fill out and return. Not all of the Florida public community colleges assisted in this project to develop a community college counselor competency model. Although the questionnaire was mailed to each of the 28 public community colleges in the State of Florida, only 21 colleges elected to participate in the project. A copy of the questionnaire which was used is attached as Appendix B. The author served as a member of this committee.

Counselors

The public community colleges in the State of Florida employ professional counselors to assist in carrying out the missions of the particular college. There are certain competencies which are found to be common to all community college counselors. These common competencies will be discussed in detail in Chapter IV. There were 108 completed questionnaires returned in response to the request for assistance in developing a counselor competency model.

Before beginning this research an estimate of the total number of counselors who are employed by the 28 public community colleges in the State of Florida was made. A review of all the current public community college catalogs, which list the names of the employed counselors, was conducted in this effort and it was determined that the total public community college counselor population was 199. An additional 20 personnel listed in these catalogs held an administrative title such as "Director of Counseling."

The respondents were not asked to provide their name on the survey form, and therefore, it is impossible to determine if those responding had administrative responsibilities. The 199 counselors listed, plus those with administrative responsibilities, brought the total counselor population to 219 counselors. There were 24 counselors and 4 counselor/administrators employed at the 7 community colleges, who did not participate in this project. A total of 108 questionnaires (56.5%), out of a potential 191 counselors/counselor administrators, were completed and returned.

It is also impossible to determine from the information provided, how many have graduate degrees in the area of counseling itself. The majority of the community college catalogs list the names of the employed counselors, and the name of the institution where the counselor received a graduate degree, but it does not list the particular major of this individual. It is quite possible that any number of those holding counseling positions have not completed a graduate degree in the area of counseling or guidance.

Job Description

It was decided that a review of job descriptions for community college counselors could prove useful. Six Florida public community colleges were requested to provide copies of the current job descriptions for the counselor positions. Three of the six public community colleges

responded to this request. Appendix C contains copies of the job descriptions provided. Even these colleges, however, did not have individual job descriptions for all of the positions.

The first job description in Appendix C contains a college mission position description, lists the tasks to be performed, and competencies and other criteria. The first item listed under the competency category is "Demonstrate an understanding of community college philosophy and type of students enrolled."

The second college responding to this request provided two different counselor position descriptions. One is titled "Counselor" and the other "Counselor: Math/Science/Technical Division-Learning Labs". These two descriptions list the different duties and responsibilities for the two positions and include many of the competencies listed in Appendix B questionnaire.

The third job description provided is titled "Certification guidelines for student development staff members" and describes the required "Education," "Supervised practice," and "Preference." This one job description encompasses counselors and other student development staff members and does not list specific competency requirements.

Collection of Data

Procedure and Method

The data were collected for this project by the Division of Community Colleges, State of Florida. The instrument for

collection of data was developed by the special Community College Counselor Committee. This special committee solicited recommendations from the 28 Florida public community colleges in the development of this questionnaire. There were 68 individuals from the public community colleges who submitted recommendations which were incorporated in the competency statements printed on the questionnaire. Approximately 400 revised questionnaires, with the recommended changes, were mailed to the 28 public community colleges in Florida requesting that each counselor fill out a questionnaire form and return it. The results obtained from this mailing were the source of data for this research.

Questionnaire

The questionnaire lists 61 different competencies in which the respondents were requested to indicate if the particular competency is considered necessary to function effectively as a counselor. The respondents were requested to evaluate each competency in four categories.

1. Is this competency/criterion necessary for you to effectively function in your role as counselor? Indicate yes or no.
2. How often do you engage in this activity? Indicate either, Every Day, Every Week, Every Term, Every Year, or Never.
3. Should this competency/criterion be required at the entry level or should it be part of a counselor's professional development? Indicate Entry, Professional Development or Neither.
4. Did you have the opportunity to develop this competency/criterion in your formal educational preparation? Indicate Yes or No. (p. 15)

There are three inclusive competency areas and seven specific functions contained in this questionnaire. The three inclusive areas consist of Communication, Social Interaction, and Application of Counseling Theory and Practice.

The seven specific functions which the counselors were asked to evaluate are:

1. Personal/Social Counseling
2. Career Development and Life Planning
3. Academic Advisement/Development
4. Student Development Instruction
5. Staff and Organizational Development
6. Organizational Management
7. Articulation

There are eleven activities which were found by this researcher to be intermingled within the competencies and functions which will be used to provide a third dimension in this study. The eleven activities are:

1. Assisting or advising
2. Evaluating
3. Goal setting
4. Managing
5. Planning
6. Problem identifying
7. Referring
8. Researching
9. Self-developing

10. Teaching

11. Testing

Key Punch of Data

The data contained on each questionnaire were key punched into standard 80 character computer cards, for later retraction, in accordance with the procedures contained in the Statistical Package for the Social Science (SPSS) primer and manual (Klecka, et al., 1975; Nie, Hull, Jenkins, Steinbrenner, and Bent, 1975). In addition to the 61 competencies and the four conditional categories listed on the questionnaire, each form was assigned a unique code for identification purposes. The names of the individual counselors were not requested and were not provided. The individual codes were assigned in the order in which the questionnaires were received and have no statistical value, but this procedure permits the maintenance of the data collected relative to the individual questionnaires.

The questionnaire also requested the name of the employing public community college. Each college was assigned a code. The individual college codes provide a method for specific data retrieval relative to a particular college and makes it possible to provide a particular college information relative to the college counseling activities. Additional codes were assigned to indicate the student population size for each college based on the colleges' fulltime student enrollment. These data were separated and coded into three categories; 0-3,999; 4,000-9,000, and 10,000

plus fulltime students. This identification by institution student enrollment size provides a method for future analysis of specific data relative to institutional size.

Each counselor was also asked to indicate on the questionnaire the highest degree they had earned. These data concerning the highest degree earned were punched into the computer cards with different codes. There were six categories which were coded and they are as follows:

1. Not answered
2. Associate degree
3. Bachelor's degree
4. Master's degree
5. Specialist degree
6. Doctoral degree

Each counselor was also requested to indicate the number of years of experience he/she had as a community college counselor. The information furnished by the questionnaire was key punched into the computer cards with five different codes. These five categories are as follows:

1. Not answered
2. Six months
3. Four to seven years
4. Eight to fifteen years
5. Sixteen or more.

Treatment of Data

The information was coded, key punched into computer cards, and processed at the Northeast Regional Data Center at Gainesville, Florida, using the SPSS programs. The SPSS programs include programs which have been specifically developed for the use by social scientists. The SPSS programs were designed to provide statistical programs which will aid in the research process by performing a wide variety of statistical analyses, and will help a researcher pursue specific answers to problems or help identify areas for further research (Klecka et al., 1975).

Statistical Procedures

The statistical procedures used in this study were frequency distribution and crosstabulations. The frequency distribution was used in statistical analysis of the information provided by the counselors in respect to length of service and highest degree earned. This frequency distribution program provided by SPSS provides a one-way frequency distribution with eleven statistical options which can be selected including Mean, Median, Mode, Standard deviation, etc. (Nie et al., 1975). The analysis of these data is listed in Tables 1 and 2, Chapter V.

The crosstabulation procedures, also referred to as contingency tables, are included in the SPSS programs and provide a frequency distribution of cases in which categories were defined by two or more variables. The chi-square

statistic, which is part of the crosstabulation procedure, indicates the probability that the two variables being analyzed are statistically independent or not. The contingency coefficient, and other measures of association, are also available to the researcher using the crosstabulation programs (Nie et al., 1975). The crosstabulation procedures were used in an effort to find answers to the questions raised in the statement of the problem in Chapter I. The analysis of these data, with significant findings, are listed in Table A, Appendix D, and are described in detail in Chapter IV.

Development of Model

After the data were analyzed by the computer, and a review of the literature was completed, a more intensive analyses of the data was carried out. This is discussed in Chapter IV.

CHAPTER IV

DISCUSSION OF THE DATA

This discussion of data focuses on three major divisions: The findings related to the target population; the findings relative to the five questions listed in Chapter I; the basis for describing the three dimensional community college counselor competency model. The five questions in Chapter I are concerned with the relationships between competencies, activities of counselors, formal educational preparation; and whether there is any significant relationship between the number of years of experience, degree held, and professed competencies. Basically it has been determined that:

1. The degrees held by public community college counselors range from an Associate to Doctorate, and the length of service as a community college counselor ranges from six months to more than sixteen years.
2. Counselors generally agree concerning which competencies are considered necessary to function effectively, are used frequently, and are part of their formal education. No significant relationship was found between the number of years

experience, highest degree held, and the competencies considered necessary to function effectively.

3. A three dimensional community counselor competency model illustrating the interrelationship between competencies, functions, and activities of community college counselors may be constructed based upon the competencies thus identified.

Findings Related to Target Population

There are 28 public community colleges in the State of Florida. A detailed investigation to determine the potential population for this study is reported in Chapter III. A search of the current Florida public community college catalogs disclosed there were 219 counselors/counselor administrators listed. Seven public community colleges did not participate in this project. There were 28 counselors/counselor administrators in the seven colleges not participating. A total of 108 questionnaires were completed from the potential population of 191, which provided the data for this study.

Degree Earned

Each questionnaire or survey instrument asked the respondent to indicate the highest degree held. These data were key punched into the computer cards for extraction and statistical computation. Table 1 contains summaries of the data relative to the educational level/degree of the participants. The absolute frequencies reported in this table are

TABLE 1
Educational Level of the Participants

Educational Degree	Absolute Frequencies	Relative Frequencies Percent	Adjusted Frequencies Percent
Associate	1	.9	1.0
Bachelors	2	1.9	1.9
Masters	69	63.9	67.0
Speicalist	8	7.4	7.8
Doctoral	23	21.3	22.3
Not answered	5	4.6	Missing

Total N=108

Note -- Adjusted frequency does not include those who failed to respond to this item. i.e. There were five respondents who did not list their level of education and these are excluded in the adjusted frequency computations.

the number of respondents in each category providing the requested information. There were five respondents who did not furnish information relative to their educational degree. There was one respondent who reported that the highest degree held was an associate degree. There were two respondents who reported they had a bachelor's degree. It is interesting to note that more than one-fifth (22%) of respondents held doctor's degrees. The majority (64%) of respondents, however, held master's degrees. The adjusted frequencies shown on the table display a frequency distribution for the 103 respondents providing the reported information. It is also noted that there were a limited number of respondents with a specialist degree who had earned additional credits past their master's degree in a prescribed program. The survey did not request the participant to list the type master's or doctor's degree earned, the major, or the number of credit hours earned in the counseling field.

Years Experience as Community College Counselor

There were 103 respondents who completed the questionnaire and listed the number of years experience they had as a community college counselor. Although 108 responded, five did not provide the requested information. The data provided by those responding were key punched into computer cards and extracted to provide the information shown in Table 2. The absolute frequencies shown on this table are the number of respondents in each category who provided the information requested, and form the base for the statistics provided.

TABLE 2

Number of Years Experience as Community College Counselor

Years of Experience	Absolute Frequencies	Relative Frequencies Percent	Adjusted Frequencies Percent
Six months to three years	23	21.3	22.3
Four to seven years	22	20.4	21.4
Eight to fifteen years	47	43.5	45.6
Sixteen years or more	11	10.2	10.7
Not answered	5	4.6	Missing

Total N=108

Note -- Adjusted frequencies does not include those who failed to respond to this item. i.e. There were five respondents who did not list their level of education and these are excluded in the adjusted frequency computations.

The adjusted frequencies are those frequencies calculated excluding the five respondents who did not provide this requested information. The number of years experience reported by community college counselors for the groups, six months to three years, and four to seven years, is approximately the same. The number of those shown in the eight to fifteen year category is almost twice as many as the other two, but that category encompasses almost twice as many years experience as a community college counselor. The average number of years experience for those shown is over eight as a community college counselor. The least experience reported was six months while the most experience reported was twenty-two years. There were only eleven or 10.7% of those reporting who had over sixteen years experience as community college counselors.

Findings Relative to the Questions

In Chapter I of this research five questions were raised in regards to community college counselor competencies and the relationships between these competencies and the activity of counselors. The purpose of this research was to determine if a particular competency is required regularly, actively engaged in, and acquired as part of their formal educational preparation. Also the study was designed to determine if a relationship exists between the number of years experience, highest degree held, and the particular

competency a counselor considers necessary to function effectively as a counselor.

Question One and Question Two

In an effort to answer question one and two in Chapter I, crosstabulations were performed using the statistical procedures prescribed in the Statistical Package for the Social Sciences (SPSS) by Nie, Hull, Jenkins, Stienbrenner, and Bent (1975). Question one was: What are the relationships between stated competencies and specific activities of community college counselors in the State of Florida? Question two was: What competencies do Florida community college counselors consider they attained as part of their formal educational preparation? Table A, Appendix D, shows the 61 specific competencies, which are listed in detail in Appendix B, the community college counselors consider necessary to function effectively, the percent of counselors who used them on a daily/weekly or activity basis and the percent of counselors who gained the particular competency as part of their formal educational preparation.

It was decided that questions one and two could be answered by the use of a computer crosstabulation procedure for these three categories and the results would be more meaningful if the three categories of necessary competency, counselor activity percent used daily/weekly, and formal preparation, could be viewed together. On the questionnaire the question for each competency was asked, "Is this

competency/criterion necessary for you to effectively function in your role as a counselor?" (p. 15). The percentage shown in the first column on Table A is the percentage of the counselors marking this category yes. The second column is a statistical summary of those counselors indicating they engaged in this particular activity daily or weekly. The other category for this study is the group who marked the choice "every term, every year, never." For the purpose of this research the classification of actively/frequently engaged in is considered to be daily or weekly and is the second column. The "other" category, the remaining percentage for the particular competency, is not listed. Note in the broad category of communication, the only competency which is listed by less than 90% of the counselors as being necessary to function, is "the effective use of body language." Although less than 90% of the counselors consider this competency necessary, 92.5% use this competency frequently, and only 60.2% developed this competency as part of their formal educational preparation. Also note that competencies listed under the inclusive area of communication are competencies which are not necessarily limited to counselors.

In the competency area of social interaction "maintaining of effective interpersonal relationships with colleagues" is necessary, used frequently, but less than 70% of these competencies related to colleagues were developed as part of their formal educational preparation.

In the competency area of applying counseling theory and practice the counselors consider "the ability to articulate their philosophical and theoretical bases for style of counseling" as 82.9%, frequency of use at 61%, and the educational preparation as 75.7%. It would appear from the data the competency "to be able to function as an effective model" is important (91.1%), is used frequently (93.1%), but only slightly more than half (64.4%) developed this as part of their formal education.

In the category of personal/social counseling over 90% of all the competencies in this area were considered by the respondents as necessary to function effectively and were used over 60% of the time daily/weekly. The formal educational preparation for "assisting students through the referral process, and follow-up activity" is not developed to as high a degree in formal educational preparation (62.6%) as the other competencies in this category.

In the competency category of career development and life planning, fewer counselors consider they need these competencies than in the first groups of categories. These competencies are used less frequently and there was less development as part of the formal educational preparation. The range on necessary competencies for this category is 83.5% for "assisting students in developing job finding strategies" to 99% for "use of tests and results." The frequency of use varies from a low of 51.6% for "job finding strategies" to 93.1% in the "importance of communicating

accurate information in regards to career trends and occupational related information." "Assisting students in developing job finding strategies" was the lowest percentage (45.2) for formal educational preparation with the "using of tests and results in an ethical manner" the highest (81.6%).

The competency area of academic advisement was computed to range from 86.7% to 99%. An 87% rating in the area of "assisting students with study, research and testing techniques" was found and the highest percentage found in this category was "using tests and results in an ethical manner." This later category was also the highest for formal educational preparation (82.4%). The lowest percentage for formal educational preparation was 25.3% for "planning and presenting orientation techniques," yet 91% believe it necessary to function effectively. Only 45% of the counselors use the planning competency frequently. The highest percentage for frequency of use in the area of academic advisement, was in "communicating accurate information to students in regards to college programs" (96.1%). The competency in "vocational and life planning relative to student concerns" should also be noted where 96.1% believe it is necessary to function effectively and 90.3% use it frequently, but only 61.8% developed this competency in formal educational preparation. The lowest percentage found for formal educational preparation in this category was 24.8% for "assisting transfer students in

regards to course equivalencies and how to improve grade point averages;" 95.1% considered this competency necessary.

The formal educational preparation development in the competency area of student development instruction, ranges from a low of 35.6% for "designing and implementing multiple teaching strategies to achieve workshop/course goals," to 75.0% for "using tests and results properly in an ethical manner." "Use of tests" again was a competency considered necessary (89.1%) and the lowest was the "design and implementation of teaching strategies." It should be noted in Table A that this same competency is not used as frequently as others (20%). It should also be noted that although many of the competencies are considered necessary, the majority of them are used less than daily or weekly.

In staff and organizational development area the competencies are not used frequently and have low percentages for formal educational preparation. It would appear that these competencies are considered necessary to function effectively by the majority of the counselors, but they are not used frequently or considered developed in formal educational preparation by the majority of respondents. The development and/or presentation of in-service staff development activities is used frequently by only 16.9% of the counselors.

The competency area of organizational management for counselors was similar to the area of staff and organizational

development. In only two areas, "managing personnel" (44.9%) and the "selection and training of personnel" (48.1%), are the competencies considered necessary to function effectively by less than 50% of the counselors. The "planning of programs" was considered necessary to function by 71.1% of the counselors but only 9.6% used this competency frequently and 35.4% developed the competency in formal educational preparation.

The last category shown on Table A is in the competency area of articulation. Over 90% of the counselors considered these competencies necessary and over 52% used these competencies frequently, but all respondents considered the formal education preparation development low with the percentages less than 22%.

In summary, Table A, Appendix D, illustrates the competencies counselors consider necessary to function effectively, used frequently, and identifies those competencies which were taught as part of the formal education for the majority of the counselors.

There were five competencies listed in Table A, Appendix D, that all counselors (100%) agree are necessary to function effectively. These five competencies are:

1. Competency 1. Communicates accurate information
2. Competency 2. Orally communicates information
3. Competency 13. Participates actively and constructively in assigned tasks
4. Competency 15. Acts in supportive and cooperative manner

5. Competency 17. Functions in legal and ethical manner.

The five competencies in which there was least agreement were:

1. Competency 44. Designing and implementing multiple teaching strategies to achieve workshop/course goals and objectives 68.9%
2. Competency 51. Evaluating results of their interventions 67.5%
3. Competency 52. Performing basic research and needs-assessment analysis 65.9%
4. Competency 56. Selecting, training and supervising personnel associated with organizational management area 48.1%
5. Competency 54. Managing personnel, budgets and other aspects of program implementation 44.9%

Question Three

A crosstabulation was performed using SPSS procedures to find the answer to question three in Chapter I. The question raised was: Is there a significant relationship between the number of years of experience, degree held, and the community college counselor's competency considered necessary to function effectively as a counselor? This crosstabulation, which provides a chi-square analysis, showed that there were no significant relationships between these three categories. Counselors basically agreed, with no significant difference, regardless of experience or degree held, on what competencies were necessary to function effectively as counselors. Where there was less than 100%

agreement, on the necessity for a particular competency, those considering it necessary or not necessary did not disagree significantly. This would indicate that there is basic agreement by counselors on these competencies that are needed, the frequency of their use, and the extent of formal educational preparation received in their development.

Three Dimensional Community College Counselor Model

Figure 1 is an original model that has been created to display the relationships between broad competencies, functions, and activities engaged in by community college counselors. Two of the dimensions, broad competencies and functions, were identified and described by the questionnaire, Appendix B. The third dimension, activity, was found intermingled throughout the 61 competencies. Figure 1 is the result of a mental conception of these three dimensions of broad competency, function, and activity.

The model was constructed by using the procedures listed in Abel's Model building in sociology. The construction of a model according to Abel should commence with a determination of the basic elements, the variables, which will be used in the model construction. Two dimensions, Competency (three elements) and Function (seven elements), were described by the Community College Counselor Committee. These two groups of elements were listed. After listing these variables, it was noted that there were

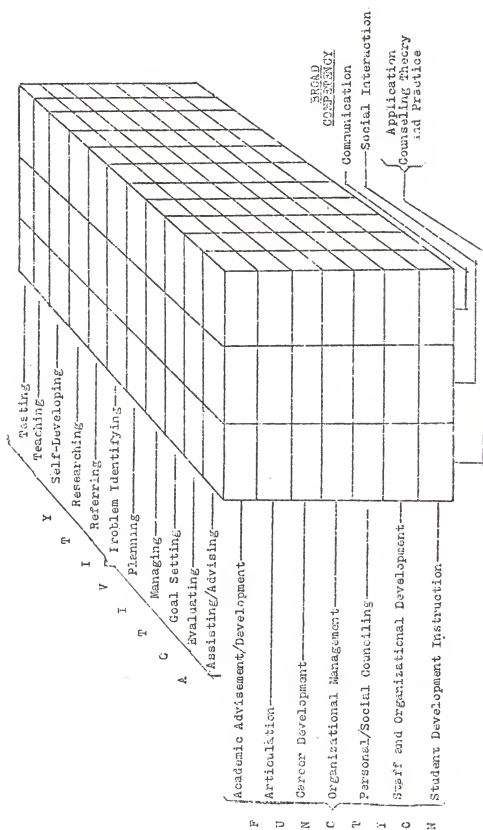


Figure 1. A three dimensional community college counselor competency model illustrating the relationship between broad competencies, functions, and activities.

eleven additional elements intermingled within these two groups. These eleven elements were listed separately and labeled activities. The relationship between the eleven activities, these three broad competencies, and these seven functions then became apparent. Various combinations were sketched of these three groups, and Figure 1 was chosen as the sketch which best illustrated the various relationships.

A counselor looking at this model can visualize where he spends most of his energy, in what function, utilizing what broad competencies. An example might be the function of personal/social counseling. All three broad competencies might be used, but all eleven activities for this function would probably not be used at the same time. All counselors are not performing the function of organizational management and therefore the use of the three broad competency areas, and the eleven activities would not be involved in this function for each counselor. Another example of model application might be competency 28 under the category, career development. The activity listed is communicating accurate information to students regarding career trends, job requirements and occupational informational resources. It is feasible that activity in all eleven categories might be found, but there would probably be more effort expended in one category than another. The activity of testing is performed in Function I, Personal and Social Counseling; Function II, Career Development and Life Planning; Function

III, Academic Advisement/Development; and Function IV, Student Development Instruction.

Counselors utilize different competencies at different periods of time and the three dimensional community college counselor competency model would normally be in a constant state of flux; a living changing model. It would be highly unlikely that a counselor would spend all of his/her time performing one function, using one activity, and only one competency.

In summary, public community college counselors perform a variety of functions, encompassing many activities, utilizing the three inclusive competencies of Communication, Social Interaction, and the Application of Counseling Theory and Practice. Counselors do not conform to a single job description. A three dimensional model illustrating the interrelationship of competency, function, and activity can be constructed. In general, the majority of public community college counselors agree on what individual competencies are necessary to perform effectively as a community college counselor. There are only two competencies listed in Table A, Appendix D, in which over 50% of the counselors do not agree that a particular competency is necessary to function effectively; competency 54, "Managing personnel budgets and other aspects in program design" (44.9%), and competency 56, "Selecting, training and supervising personnel associated with organizational management area" (48.1%).

Findings Related to the Literature

This study is related to previous studies which were reported in Chapter II, the Review of the Literature.

Hanson's report of six areas of college counseling as goal setting, consulting, establishing priorities, instructing, evaluating, and assessing are supported by this study. Goal setting is an activity shown in Figure 1 and is also described, competency 47, under "Function V," "Staff and Organizational Development." The remaining five areas are also reflected directly or indirectly in Figure 1.

Gallagher and Demos' (1970) report of the counseling areas of personal counseling, vocational counseling, and orientation, are also reflected in Figure 1. Three of the four functions of academic advisement, career advisement, and personal/social counseling, and conducting an exit interview, are shown as a function in Figure 1. The counselor evaluation process is not shown as a function, but the activity of evaluating is shown.

Goodman et al. (1975) study of 171 public community colleges in the South, where vocational, personal, college transfer, financial aid, testing, job placement, and institutional research duties are recognized and supported by this research.

Hackney in his study of 8 community colleges and 35 functions, found incongruence between what counselors and administrators consider counselors should do. The information contained in this study should assist administrators

to develop definitive job descriptions and help resolve some of the differences found.

McKee et al. (1977) in their study described the differences they found between the community college and the university counselors. These disparities might be more readily understood by those who understand the differences in the two educational environments. These differences are discussed in detail in Chapter II of this study.

Question Five

The One approach for developing and using criteria for personnel decisions provides a step by step procedure for developing community college position descriptions. The job analysis is suggested as a beginning point in developing a particular position description. In the job analysis answers to the following questions should be determined:

1. What is the job title?
2. What is the mission for the particular job?
3. What is the function? A particular job could consist of one or more functions.
4. What competencies are required? A particular function could consist of more than one competency.
5. What activities or elements within the competency will take place?

The job should be thought of as a cluster of functions and competencies. A particular job is made up of one or

more functions and a cluster of competencies make up a function. The activities included in a particular competency should be capable of being demonstrated.

Developing community college counselor position descriptions should be made easier by using these instructions in conjunction with the information contained in this study.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

The Community College Counselors Competency Committee collected data to "assist institutions in developing alternatives to state certification for community college counselors." There is a problem connected with meeting this method for certification. Any college employing a counselor needs to be able to describe both initial and ongoing competencies in terms of a definitive description of a competency for each counseling position. It is possible that the individual charged with this responsibility for describing initial and ongoing competencies has not had previous experience in the various community college counselor positions.

The purpose of this study was to research in depth the data collected by the Community College Counselors Competency Committee to provide a basis for a model which would assist an administrator in describing competencies for a given counseling position. A specific result is the use of the three dimensional model in formulating a particular position description, one of the most important functions of a community college administrator. It is anticipated that this three dimensional model will also

assist any organization or institution having an interest in counselor education, certification, employment functions, and evaluation. This study has also included research to determine the relationships between counselor stated competencies, specific activities, counselor formal educational preparation. The data used in this study were limited to that provided by the community college counselors in the State of Florida in response to the Florida State Department of Education, request for assistance in developing a community college counselors competency model. This chapter will discuss the conclusions reached and the implications of this research.

Conclusions

This research has presented the findings of the data collection research and analysis and has provided a community college counselor model based on how counselors perceive their role/activity in the community college. This research identified the competencies counselors consider they need most and whether they had received formal education preparing them in a particular competency.

Research of the data submitted in response to the Community College Counselors Competency Committee request indicates that counselors are engaged in many activities not directly related to counseling students. It is concluded there are two major areas in which the majority of

counselors need competencies not directly related to counseling students. These two areas are Function V, Staff and Organizational Development and Function VI, Organizational Management. Function V, Staff and Organizational Development, is described as "consulting with faculty, classified staff and/or administrators on human and organizational issues within the institution and perhaps planning and conducting training sessions or workshops around these issues" (p. 14). Function VI, Organizational Management, referred to "the managerial functions the counselors may perform within the counseling area such as planning, staffing, organizing, directing and/or evaluating" (p. 14). Some of the competencies listed under Function VI include: managing personnel, budget implementation, research, and planning programs which relate to institutional goals. A review of all the competencies listed in Table A, Appendix D, reveals that counselors are actively engaged in or are using 43 of the 61 competencies listed on a daily or weekly basis over 50% of the time.

The role or job of the community college counselor needs to be defined more adequately. Appendix C contains examples of different job descriptions that range from specific tasks to broad nonprescriptive statements of responsibility. A direct relationship between the competencies described by counselors in this study and the

usual job descriptions may be difficult to identify. The administrator, the client, the community, the counselor, as well as the counselor education personnel all may have views which are different to some degree in regard to the task of counselors and the competencies considered necessary to carry out those functions. The counselors have also indicated on the questionnaire that they did not have an opportunity to develop in their formal educational preparation certain competencies which they need for carrying out their responsibilities. Certain competencies, identified in Table A, Appendix D, are used daily/weekly by some counselors and other counselors use the same competencies only at time intervals of term/year/never. These counselors have indicated they were required to engage in the use of specific competencies for different periods of time.

The data in this research should prove beneficial to anyone having the responsibility of defining or writing particular job descriptions for counselors. The identification of those areas where a counselor position requires the use of competencies in which the counselors have not received professional training, in-service training or staff development could prove beneficial. The majority of the counselors considered the formal educational preparation for articulating state agreements, communicating these agreements, and assisting students to make decisions

based on knowledge of these agreements to be missing to a greater extent than other areas. The majority of counselors also indicated that career/vocational counseling formal preparation was inadequate. If employers hired counselors who had graduated from institutions adhering to ACES guidelines, they would know which competencies had been included as part of the counselor's professional preparation.

The more congruent the various groups such as administrator, client, community and counselor perceive the counselor task, the more agreement there will be on the effectiveness of counselor performance. If there is a disagreement between how groups or individuals perceive the counselor role or job, there is the possibility of serious problems developing. One of the many reasons for writing a job description is to meet certification requirements and to assure the college and student that they will have people meeting the guidelines established by ACES.

Counseling education should provide training in the areas in which counselors are required to perform. The administrators should work closely with counselors to ensure that they serve the appropriate population. The counselors who are trying to serve, should have sufficient wisdom and be given the necessary guidance, to perceive the job that needs to be accomplished.

Implications

In Hughes' (1976) research, reported in Chapter II, he determined what percentage of time the counselors in his research population spent in each area such as individual counseling and administrative activities. A followup of that study, for community college counselors, to determine what percentage of their time is spent engaging in the particular competencies discussed in this study, might prove enlightening. Are there enough hours in the week for counselors to use the competencies they say they engage in daily/weekly? Is there a proportionate amount of effort being spent training counselors based on the frequency of use for particular competencies? Are counselors engaged in competencies required of them or expected of them by competent authority? These are questions which have been raised by this research.

There are almost as many models for counseling as there are individuals or groups associated with counseling. Studies by Goodman et al. (1975), Fullmer and Bernard (1964), Zwibelman, Newton and Richardson (1976), Jackson and Thompson (1971), ACES guidelines for doctoral preparation in counselor education (Hansen, 1978), and others appear to disagree to some extent in regards to the counselor role. This research was conducted in an effort to help define the counselor role and to develop a community college

counselor competency model using the data provided by the questionnaire. It is hoped that these data and the model developed will be helpful to all those associated with and having responsibilities related to community college counselors. If counselors are required to perform administrative/management functions such as budget preparation (competency 54), the selecting and training of personnel with supervisory responsibilities (competency 56), then these competencies should be defined as part of their job descriptions. Also if these competencies are going to be required of counselors, then the counselor should be provided with professional training to assist them in acquiring these competencies to help ensure that he will be able to carry out his responsibilities in a more sensitive manner.

Counselors reported a range of educational preparation from a minimum of 1 with an associate degree to a small group of 23 with a doctorate degree. Educational preparation is reported to include a wide variance representing various degrees as well as specific courses. Obviously all areas of competency needed by a counselor will not be covered for each individual during professional preparation.

Therefore, another application of this research would be in the determination of content or emphasis of in-service education programs. Those areas where competencies are required, but formal education is weak or not provided, need to be researched further. This is a viable area for staff development activity in the future.

Somewhere between what counselors say they do, and the competencies they consider necessary to carry out their tasks, what clients want counselors to do, the public thinks counselors do, and administration requires counselors to do, is found the ideal community college counselor. Hopefully this research, the model provided, and the findings discussed in detail in this dissertation, will assist by providing all of those associated with community college counselors a better understanding of the community college counselor role.

There is a need for counselors to be held accountable for their professional performance. If counselors are going to be held accountable there is a need to know what the individual counselor does, what the task consists of, what definitive competencies they possess, and how often they are required to use these competencies. A definitive community college counselor model should assist in establishing accountability measurement criteria.

APPENDIX A

State Board of Education Regulation 6A-14.414

6A-14.414 Certification of personnel. In accordance with section 230.759, Florida Statutes, instructional and administrative personnel of community colleges, as classified under the provisions of section 6A-14.41(6), shall have valid Florida certificates issued by the commissioner except as follows:

(1) Unless otherwise prescribed by law, personnel shall be exempt from the certification requirements of section 6A-14.415 when employed in a position for which the board has adopted criteria commensurate with guidelines issued by the commissioner; provided that such guidelines shall require that criteria adopted for each position shall include the description of competencies judged to be related to successful performance, and shall be filed with the director of the division of community colleges.

(2) Persons providing occasional education experiences in a community college not exceeding sixty-four (64) clock hours per semester or term shall be exempt from certificate requirements, and substitute teachers employed on an emergency basis not to exceed ten (10) consecutive days are exempt as provided in section 6A-14.441.

(3) Technical personnel (e.g., television station manager, television cameramen, computer personnel, etc.) teachers' aids and administrative positions in business affairs, public relations, alumni affairs, and other specialized personnel shall not be required to hold a certificate.

Specific Authority 230.755 F.S. Law Implemented 230.759 F.S. History—Formerly 6A-8.32, Repromulgated 12-19-74, Amended 10-7-75

APPENDIX B

Community College Counselor
Competency Questionnaire

BROAD COMPETENCIES FOR THE COMMUNITY COLLEGE COUNSELOR

In identifying the competencies of the community college counselor, the committee realizes that there are competencies that are essential to counseling, regardless of what function(s) the counselor performs. These have been listed as "Broad Competencies" and criteria have also been identified. Please respond to the questions on the criteria within each broad competency.

COMMUNICATION: The community college counselor communicates well with others. The criteria for demonstrating this competency are that he/she:

1. Communicates accurate information to those in need of such information
2. Orally communicates information and ideas in a coherent and logical manner
3. Writes in a logical, understandable style using appropriate grammar, sentence structure and format
4. Synthesizes after perceiving/listening/reading and responds appropriately
5. Uses language and style appropriate to the audience
6. Effectively uses and responds to body language in communication
7. Demonstrates communication skills appropriate to counselor interviews

SOCIAL INTERACTION: The community college counselor maintains effective interpersonal relationships with his/her clients and colleagues to facilitate an open working environment. The criteria for demonstrating this competency are that he/she:

- A. With clients:
 8. Demonstrates an acceptance of individuals as they are
 9. Demonstrates empathy, warmth, genuineness
 10. Demonstrates an active positive interest in assisting individuals to achieve their objectives
 11. Demonstrates a respect for the capabilities, independence and responsibilities of the individual
- B. With colleagues:
 12. Facilitates processes and relationships necessary to the effectiveness of the work environment
 13. Participates actively and constructively in the tasks assigned to him/her as a member of the institution
 14. Respects the professionalism of colleagues, recognizing their areas of expertise
 15. Acts in a supportive and cooperative manner with colleagues

APPLICATION OF COUNSELING THEORY AND PRACTICE: The community college counselor applies counseling theory and practice to specific counseling situations. The criteria for demonstrating this competency are that he/she:

16. Uses informed judgment in selecting intervention strategies
17. Functions in a legal and ethical manner
18. Communicates and assists clients to implement processes of: setting goals, clarifying values, making decisions, interpersonal communication, developing a positive self-concept, solving problems, developing effective relationships and conflict management
19. Can articulate the philosophical and theoretical bases for his/her style of counseling
20. Applies basic concepts of the area of expertise to the specific professional expertise, e.g., concepts of group dynamics would be applied whenever the counselor is working in a group situation
21. Functions as an effective model for clients

SPECIFIC FUNCTIONS AND THEIR COMPETENCIES

The counselor demonstrates the above broad competencies within the context of one or more functions. For each function, additional competencies are suggested for the individuals who perform those functions. Criteria have not been identified for the specific functions-competencies because each institution may have very individual criteria for demonstrating these competencies.

FUNCTION I: PERSONAL/SOCIAL COUNSELING

Personal/social counseling refers to the counseling of individuals/groups to explore or work towards resolution of interpersonal/intrapersonal problems or issues such as: personal and social problems, sexual identity, family problems, loneliness, self-abuse, self-awareness, personal growth, crisis situations and dealing with change.

To perform this function effectively the counselor must demonstrate competency in:

22. Applying concepts of personal/social counseling to individual student concerns
23. Assisting students in resolving emotional crises/personal problems
24. Communicating accurate and pertinent information regarding personal growth and development strategies, crisis counseling centers, etc.
25. Referring and assisting students through the first steps of the referral process and following up on them
26. Using tests and test results in an ethical, knowledgeable and responsible manner
27. Assisting students to handle or cope with situations which cannot be resolved

FUNCTION II: CAREER DEVELOPMENT AND LIFE PLANNING

Career development and life planning refers to the counseling of clients on such issues as choice or change of career and life style transitions.

To perform this function effectively the counselor must demonstrate competency in:

28. Communicating accurate information to students regarding career trends, job requirements and occupational information resources
29. Teaching the stages and techniques of career decision-making to students
30. Assisting students in exploring and developing life styles and career choices compatible with self-concept and values
31. Selecting and interpreting appropriate measurement devices that give students needed information in making decisions related to career or life transitions
32. Using tests and test results in an ethical, knowledgeable and responsible manner
33. Selecting, obtaining and assisting clients in the use of materials/resources for a career library
34. Assisting students in developing job finding strategies

FUNCTION III: ACADEMIC ADVISEMENT/DEVELOPMENT

Academic advisement/development refers to counseling of clients on matters of course, program or major selection, taking into consideration the client's aspirations, interests, abilities, aptitudes and successes.

To perform this function effectively the counselor must demonstrate competency in:

35. Applying processes of vocational and life planning to individual student concerns
36. Communicating accurate information to students regarding program selection, course sequence, academic load, transfer requirements and other aspects of the course selection process
37. Assisting students to develop effective study, research and testing techniques
38. Planning and presenting orientation techniques which adequately explain the college environment and build a sense of commitment
39. Using tests and test results in an ethical, knowledgeable and responsible manner
40. Assisting transfer students with regard to course equivalencies, substitutions, improving grade point average, etc.
41. Assisting colleagues within the institution to properly understand and function in the advisor's role

FUNCTION IV: STUDENT DEVELOPMENT INSTRUCTION

Student development instruction refers to the development and teaching of personal growth courses, workshops, etc.

To perform this function effectively the counselor must demonstrate competency in:

42. Applying the teaching theories and concepts of one or more of the following areas in courses/workshops: human relations, leadership development, assertiveness, life planning, stress reduction, group process, life stages, and human development
43. Identifying workshop/course goals and objectives
44. Designing and implementing multiple teaching strategies to achieve workshop/course goals and objectives
45. Evaluating participant progress and his/her own performance in reaching course/workshop goals
46. Using tests and test results in an ethical, knowledgeable and responsible manner

FUNCTION V: STAFF AND ORGANIZATIONAL DEVELOPMENT

Staff and organizational development refers to consulting with faculty, classified staff and/or administrators on human and organizational issues within the institution and perhaps planning and conducting training sessions or workshops around these issues.

To perform this function effectively the counselor must demonstrate competency in:

47. Setting goals and establishing priorities within the institution
48. Interacting with other components of the institution to determine feasibility of identified goals and methods of achieving those goals
49. Developing and/or presenting in-service staff development activities
50. Providing information to other college components in one or more of the following areas: learning theory, student characteristics, student needs, program effectiveness, management theory, and organizational development
51. Evaluating the results of their interventions

FUNCTION VI: ORGANIZATIONAL MANAGEMENT

Organizational management refers to the managerial functions the counselor may perform within the counseling area such as planning, staffing, organizing, directing and or evaluating.

To perform this function effectively the counselor must demonstrate competency in:

52. Performing basic research and needs-assessment analysis
53. Planning programs which relate institutional goals and department/ area goals for short/long range
54. Managing personnel, budgets and other aspects of program implementation
55. Evaluating success, recommending changes in program design
56. Selecting, training and supervising personnel associated with organizational management area
57. Provide timely, accurate and adequate means of disseminating necessary information to personnel
58. Establishing appropriate lines of communication with administrators to facilitate dealings up, down and across

FUNCTION VII: ARTICULATION

Articulation refers to the flow of information regarding programs, requirements, transfer arrangements and all other aspects of internal/external agreements of concern to clients, institutions and/or community groups.

To perform this function effectively the counselor must demonstrate competency in:

59. Accurately interpreting state articulation agreements
60. Communicating articulation agreements and other information relating to the institution, counseling services and problems in both oral and written form to appropriate audiences both within and outside the institution
61. Assisting students to make decisions regarding transfer and job placement based on knowledge of articulation agreements, requirements, etc.

Is this competency/criterion necessary for you to effectively function in your role as counselor?

YES	NO
-----	----

How often do you engage in this activity?

EVERY DAY	EVERY WEEK	EVERY TEN	EVERY YEAR	NEVER
-----------	------------	-----------	------------	-------

Should this competency/criterion be required at the entry level or should it be part of a counselor's professional development?

ENTRY	PROFESSIONAL DEVELOPMENT	NEITHER
-------	--------------------------	---------

Did you have the opportunity to develop this competency/criterion in your formal educational preparation?

YES	NO
-----	----

PLEASE X YOUR RESPONSE TO THE QUESTIONS
APPLICATION OF COUNSELING THEORY AND PRACTICE

16.	1	2	(76)	1	2	3	4	5	1	2	3	(1)
17.	1	2	(16)	1	2	3	4	5	1	2	3	1
18.	1	2	(20)	1	2	3	4	5	1	2	3	1
19.	1	2	(24)	1	2	3	4	5	1	2	3	1
20.	1	2	(28)	1	2	3	4	5	1	2	3	1
21.	1	2	(32)	1	2	3	4	5	1	2	3	1

SPECIFIC FUNCTIONS Respond to all statements within a function if this function pertains to all or part of your work assignment.

FUNCTION I - PERSONAL/SOCIAL COUNSELING

22.	1	2	(36)	1	2	3	4	5	1	2	3	1
23.	1	2	(40)	1	2	3	4	5	1	2	3	1
24.	1	2	(44)	1	2	3	4	5	1	2	3	1
25.	1	2	(48)	1	2	3	4	5	1	2	3	1
26.	1	2	(52)	1	2	3	4	5	1	2	3	1
27.	1	2	(56)	1	2	3	4	5	1	2	3	1

Is this competency/
criterion necessary
for you to effectively
function in your
role as counselor?

YES	NO
-----	----

PLEASE X YOUR RESPONSE TO THE QUESTIONS

FUNCTION IV - STUDENT DEVELOPMENT INSTRUCTION

42.	1	2	(52)	1	2	3	4	5	EVERY DAY	EVERY WEEK	EVERY TERM	EVERY YEAR	NEVER
43.	1	2	(56)	1	2	3	4	5					
44.	1	2	(60)	1	2	3	4	5					
45.	1	2	(64)	1	2	3	4	5					
46.	1	2	(68)	1	2	3	4	5					

Should this competency/
criterion be required
at the entry level or
should it be part of a
counselor's professional
development?

ENTRY	PROFES- SIONAL	NEITHER
-------	-------------------	---------

1	2	3
1	2	3
1	2	3
1	2	3
1	2	3

Did you have the
opportunity to
develop this competency/
criterion in your
formal educational
preparation?

YES	NO
-----	----

1	2
1	2
1	2
1	2
1	2

FUNCTION V - STAFF AND ORGANIZATIONAL DEVELOPMENT

47.	1	2	(72)	1	2	3	4	5
48.	1	2	(76)	1	2	3	4	5
49.	1	2	(16)	1	2	3	4	5
50.	1	2	(20)	1	2	3	4	5
51.	1	2	(24)	1	2	3	4	5

1	2
1	2
1	2
1	2
1	2

(3)

FUNCTION VI - ORGANIZATIONAL MANAGEMENT

52.	1	2	(78)	1	2	3	4	5
53.	1	2	(32)	1	2	3	4	5

1	2
1	2

Is this competency/
criterion necessary
for you to effectively
function in your
role as counselor?

YES	NO
-----	----

How often do you engage
in this activity?

EVERY DAY	EVERY WEEK	EVERY TERM	EVERY YEAR	NEVER
-----------	------------	------------	------------	-------

PLEASE X YOUR RESPONSE TO THE QUESTIONS

FUNCTION VI (CONT'D) - ORGANIZATIONAL MANAGEMENT

54.	1	2	1	2	3	4	5
55.	1	2	1	2	3	4	5
56.	1	2	1	2	3	4	5
57.	1	2	1	2	3	4	5
58.	1	2	1	2	3	4	5

FUNCTION VII - ARTICULATION

59.	1	2	1	2	3	4	5
60.	1	2	1	2	3	4	5
61.	1	2	1	2	3	4	5

Should this competency/
criterion be required
at the entry level or
should it be part of a
counselor's professional
development?

ENTRY	PROFESSIONAL DEVELOPMENT	NEITHER
-------	--------------------------	---------

Did you have the
opportunity to
develop this competency/
criterion in your
formal educational
preparation?

YES	NO
-----	----

1	2
1	2
1	2
1	2
1	2

1	2
1	2
1	2
1	2

(4)

Please return by January 18, 1978 to:

Marie Mock
FSPD Office
1001 South Cypress
1101 S. 10th Street
Miami, Florida 33176

Name of Institution _____

Years of experience as a community college counselor _____

Highest degree earned _____

APPENDIX C
SAMPLE JOB DESCRIPTIONS

MISSION POSITION

Counselor

As a result of the counselor's activities, students

- 1) are able to make appropriate career choices, class choices, and decisions about their personal lives;
- 2) are able to find appropriate help in the community from professional and social agencies;
- 3) have information available to them to make appropriate selection in relation to careers and educational programs.

TASKS TO BE PERFORMED

..Counselor

- . Participate in college, campus, and divisional committees as assigned.
- . Advise students about career choices.
- . Work cooperatively with counselors in the high school to provide information about programs, admission requirements, costs, etc., at the community college.
- . Provide personal counseling when needed.
- . Refer students to professional and/or social agencies for assistance.
- . Make career information available to students.
- . Administer personal interest inventories to students and interpret the results.
- . Assist students in selection of classes appropriate to their interests and abilities.
- . Conduct exit interviews of withdrawing students.
- . Follow-up of students with excessive absences.
- . Plan and conduct orientation for new students.
- . Represent the college at career days at the local high schools.
- . Administer placement tests to incoming students according to college guidelines.
- . Accepts other duties and responsibilities as assigned.

COMPETENCIES AND OTHER CRITERIA

COUNSELOR

Demonstrates an understanding of community college philosophy and type of students enrolled

Demonstrates a knowledge of both the college-parallel program and vocational-technical programs

Demonstrates the ability to communicate with peers, students, administration, and the community

Demonstrates the ability to administer and interpret standardized tests

Possesses knowledge of professional and social agencies in the community and the services available from each

Demonstrates the ability to work in a cooperative manner with high schools in the area

Demonstrates a knowledge of registration procedures specific to the counselor's role

Shows indications of being able to work with the type of students and citizens in the local community

Demonstrates the ability to ask astute questions

Possesses a Master's Degree in Counseling

BREVARD COMMUNITY COLLEGE
MELBOURNE CAMPUS

POSITION DESCRIPTION

POSITION TITLE: Counselor

POSITION CONCEPTS: Plans and coordinates counseling, testing services and academic advisement for the Liberal Arts Division, and serves as foreign student advisor for the Melbourne Campus.

COUNSELING DUTIES AND RESPONSIBILITIES:

1. Supervise individuals assigned responsibilities in program advisement.
2. Provide professional counseling.
3. Initiate and provide programs in career planning.
4. Articulate with local high schools in career and college programs.
5. Foreign student advisor.
6. Assist in planning budgets for counseling services.
7. Evaluate and review activities within the area of responsibility.
8. Assists in preparation of required reports.
9. Attends and participates in meetings provided to enhance institutional and individual growth.
10. Provide special assistance in counseling matters for disadvantaged or handicapped students.
11. Makes provisions for these services for students enrolled in the evening division as arranged by the Director of Student Services.

TESTING DUTIES AND RESPONSIBILITIES:

1. Assists in the development and administration of campus testing program.
2. Coordinate campus testing program with institutional testing program.
3. Provide interpretation of test results through utilization and cooperation of the entire Student Services staff.

4. Supervision of personnel assigned to the testing area.
5. Provide test data to the division chairmen and instructional staff, as program warrants dissemination of such information.
6. Coordinates scoring of tests and statistical data with institutional research division.
7. Reviews and evaluates effectiveness of total program. Makes recommendations to change program as situation merits.
8. Plans budget for effective and efficient use of test material.
9. Coordinates test scheduling with requirements of institutional program.

PLACEMENT DUTIES AND RESPONSIBILITIES:

1. Coordinate and encourage recruiting visits to the college by upper division universities.
2. Provide recruiters with necessary space and equipment, including scheduling of interview times.
3. Provide the necessary publicity needed to inform students of upcoming visitations.
4. Solicit visits from college recruiters providing them with services indicated in item 1.
5. Provide for notice or advertisement of presence of recruiters on campus.
6. Articulate utilization of university recruiters with Cocoa University Articulation Counselor.
7. Provide for the general utilization of placement services as they pertain to the upper division university placement services.

GENERAL RESPONSIBILITIES:

1. Is assigned to the Liberal Arts Division.
2. Will submit annual reports in all areas of responsibility in keeping with the general MBO planning of the Office of Student Services.
3. Will submit plans and ideas to enable us to develop and refine programs planned by the Office of Student Services.

SUPERVISION:

This counselor will report directly to the Director of Student Services.

EXPERIENCE AND EDUCATION:

Advanced Degree in Counseling. Additional education in Business Personnel or Administration would be helpful, but not mandatory.

MJN:dp

BREVARD COMMUNITY COLLEGE
MELBOURNE CAMPUS

POSITION DESCRIPTION

POSITION TITLE: Counselor: Math/Science/Technical Division - Learning Labs

POSITION CONCEPT: Plans and co-ordinates counseling with Math/Science/Technical Division, the Vocational-Technical Division on the Cocoa campus and working with students with special needs through the Learning Laboratory.

VOCATIONAL/TECHNICAL COUNSELING DUTIES AND RESPONSIBILITIES:

1. Articulates Vocational/Technical counseling and planning with the counseling staff of the Cocoa Vocational/Technical Center.
2. Articulates high school vocational career programs with the counseling staff of a multi-campus organization.
3. Assist students with plans in vocational/technical careers, working with Career Lab personnel.
4. Co-ordinates activities involved in Vocational/Technical career planning with the placement office.
5. Assist in preparation of annual reports and budget.
6. Provides counseling service to Evening Division students as required by Student Services Division.

COUNSELING DUTIES AND RESPONSIBILITIES:

1. Supervise individuals assigned responsibilities and program advisement.
2. Provide professional counseling.
3. Initiate and provide programs in conjunction with the Career Planning and Placement Lab.
4. Articulate with local high schools in career and college programs.
5. Evaluate and review activities within the area of responsibility.
6. Assist in preparation of required reports .
7. Attends and participates in meetings provided to enhance institutional and individual growth.
8. Provides special assistance in counseling matters for disadvantaged or handicapped students.

POSITION DESCRIPTION - Continued

POSITION TITLE: Counselor: Math/Science/Technical Division - Learning Labs

Page 2

COUNSELING DUTIES AND RESPONSIBILITIES:

9. Other such duties and responsibilities as assigned by the Director of Student Services.

GENERAL RESPONSIBILITIES:

1. Submits program plans utilizing Management by Objective techniques.
2. Submits monthly and annual reports in all areas of responsibilities in keeping with MBO planning.

SUPERVISION:

This counselor reports directly to the Director of Student Services.

EXPERIENCE AND EDUCATION:

An advanced degree, additional education in vocational, technical, personnel or administration, and counseling would be helpful but not mandatory.

CERTIFICATION GUIDELINES FOR STUDENT DEVELOPMENT STAFF MEMBERS1. EDUCATION

Professional staff members shall have completed at least a Master's degree. Professionals whose primary responsibility is counseling should have their degree in counseling/psychology, behavioral sciences, or counseling and substantial appropriate experience (counseling and guidance). Professionals whose primary responsibility is other than counseling should have their degree in a field appropriate to their position. Candidates with strong experience qualifications whose Master's degrees are in the social/behavioral sciences (counseling) or in a field appropriate to their position may be considered, if they are: a) in the process of taking additional applicable graduate courses (to fulfill the requirements as set forth in the first three sentences of this paragraph) or b) have shown evidence of credit granted through workshops or seminars.

Paraprofessionals and peer counselors will fulfill whatever requirements are set forth by each area for the services they are expected to perform.

2. SUPERVISED PRACTICE

Professional counselors on the staff, who are to serve the counseling functions for which approval is sought, will have had their counseling supervised during preparation for counseling and before beginning counseling practice. In some instances a counseling function may be approved even if a member of the counseling staff has not had prior supervised practice if a plan is submitted showing how the counselor will have his practice supervised by a tenured counselor. Subsequent approval by the college for that counseling function would be dependent on that counseling staff person having received and performed satisfactorily under this supervision. Professionals whose primary responsibility is other than counseling should have supervised practice which is appropriate to their area of responsibility.

3. PREFERENCE

One of the most demanding tasks in Student Development is that of assistance with career decision making. The professional who has never experienced the world of work outside of education has little feel for the demands of the work environment that most students will enter. Therefore, a professional's employment background should include work experience outside the field of formal education.

APPENDIX D

TABLE A

TABLE A

Percent of Florida's Community College Counselors Considering Selected Competencies as Necessary to Function, Percent of Counselors Using them Daily/Weekly, and Percent who Developed These in Formal Educational Preparation

Specific Competency	Necessary to Function Effectively Percent	Used Daily/Weekly Percent	Developed in Formal Educational Preparation Percent
COMMUNICATION: Counselor communicates well with others. Criteria demonstrating competency are:			
1. Communicates accurate information	100.0	100.0	72.2
2. Orally communicates information	100.0	99.1	92.6
3. Writes in logical, understandable style	97.2	92.6	96.3
4. Synthesizes after perceiving/listening reading and responds appropriately	99.1	97.2	81.1
5. Uses appropriate language and style	98.1	96.3	72.2
6. Effectively uses and responds to body language	88.8	92.5	60.2
7. Demonstrates appropriate communication skills for interviews	99.1	99.1	87.9

TABLE A (continued)

Specific Competency	Necessary to Function Effectively Percent	Used Daily/Weekly Percent	Developed in Formal Educational Preparation Percent
SOCIAL INTERACTION: Counselor maintains effective interpersonal relationships with clients and colleagues. Criteria demonstrating competency are:			
A. With clients:			
8. Acceptance of individuals	99.1	99.1	86.9
9. Show empathy, warm, genuineness	99.1	99.1	86.1
10. Shows active positive interest in assisting individuals	99.1	99.1	85.0
11. Shows respect for capabilities, independence and responsibilities of individual	99.1	99.1	83.3
B. With colleagues:			
12. Facilitates processes and relationships of work environment	97.2	98.1	53.7
13. Participates actively and constructively in assigned tasks	100.0	97.2	57.9
14. Respects professionalism and expertise of colleagues	99.1	97.2	62.9
15. Acts in supportive and cooperative manner	100.0	100.0	67.9

TABLE A (continued)

Specific Competency	Necessary to Function Effectively Percent	Used Daily/Weekly Percent	Developed in Formal Educational Preparation Percent
APPLICATION OF COUNSELING THEORY AND PRACTICE: Counselor applies counseling theory and practice to specific counseling situations. Criteria demonstrating competency are:			
16. Uses informed judgment selecting intervention strategies	98.1	92.3	72.6
17. Functions in legal and ethical manner	100.0	98.1	82.1
18. Assists clients to implement processes of: setting goals, clarifying values, making decisions, interpersonal communications, developing effective relationships and conflict management	98.1	99.1	78.5
19. Articulate philosophical and theoretical bases for style of counseling	82.9	61.0	75.7
20. Applies expertise for appropriate teaching to specific situations, i.e. group dynamics in group situations	95.2	82.7	71.7
21. Functions as effective model	91.1	93.1	64.4

TABLE A (continued)

Specific Competency	Necessary to Function Effectively Percent	Used Daily/Weekly Percent	Developed in Formal Educational Preparation Percent
FUNCTION I: PERSONAL/SOCIAL COUNSELING			
Counseling individuals/groups to explore or work towards resolution of interpersonal/intrapersonal problems or issues. Counselor demonstrates by:			
22. Applying concepts of personal/social counseling to individual student concerns	96.0	94.0	86.1
23. Assisting students in resolving emotional crises/personal problems	96.0	84.0	82.0
24. Communicating accurate and pertinent information regarding personal growth and development strategies	98.0	77.0	72.0
25. Assisting students through referral process and follow-up	94.0	63.0	62.6
26. Using tests and results in an ethical, knowledgeable and responsible manner	93.9	69.7	92.9
27. Assisting students to cope with situations which cannot be resolved	95.0	74.0	67.0

TABLE A (continued)

Specific Competency	Necessary to Function Effectively Percent	Used Daily/Weekly Percent	Developed in Formal Educational Preparation Percent
FUNCTION II: CAREER DEVELOPMENT AND LIFE PLANNING Counseling clients on such issues as choice/change of career and life style transitions:			
28. Communicating accurate information to students regarding career trends, job requirements and occupational infor- mational resources	97.0	93.1	65.0
29. Teaching stages and techniques of career decision-making	88.7	63.9	61.2
30. Assisting students in exploring and developing life styles and career choices compatible with self-concept and values	98.0	82.0	61.0
31. Selecting and interpreting appropriate measurement devices that give students information related to career/life transactions	93.8	70.1	69.4
32. Using tests and results in an ethical manner	99.0	77.8	81.6
33. Selecting, obtaining and assisting clients in use of materials/resources for career library	88.3	72.3	59.6
34. Assisting students in developing job finding strategies	83.5	51.6	45.2

TABLE A (continued)

Specific Competency	Necessary to Function Effectively Percent	Used Daily/Weekly Percent	Developed in Formal Educational Preparation Percent
FUNCTION III: ACADEMIC ADVISMENT/ DEVELOPMENT Counseling clients on matters of course, program or major selection, and considering client's aspirations, interests abilities, aptitudes and successes			
35. Applying processes of vocational and life planning to individual student concerns	96.1	90.3	61.8
36. Communicating accurate information to students regarding program selection, course sequence, academic load, transfer requirements, etc.	97.1	96.1	33.3
37. Assisting students to develop effective study, research and testing techniques	87.8	61.2	51.5
38. Planning and presenting orientation techniques which explain college environment and build sense of commitment	91.0	45.0	25.3
39. Using tests and results in ethical, knowledgeable and responsible manner	99.0	73.8	82.4
40. Assisting transfer students with regard to course equivalencies, substitutions, improving grade point average, etc.	95.1	82.4	24.8

TABLE A (continued)

Specific Competency	Necessary to Function Effectively Percent	Used Daily/Weekly Percent	Developed in Formal Educational Preparation Percent
41. Assisting colleagues within institution to properly understand and function in advisor's role	86.7	44.9	30.3
FUNCTION IV: STUDENT DEVELOPMENT INSTRUCTION			
Development and teaching of personal growth courses, workshops, etc. Counselor demonstrates competency by :			
42. Applying teaching theories and concepts of one or more of following areas in courses/workshops: human relations, leadership development, assertiveness, life planning, stress reduction, etc.	80.9	44.7	45.7
43. Identifying workshop/course goals and objectives	73.6	24.2	37.8
44. Designing and implementing multiple teaching strategies to achieve workshop/course goals and objectives	68.9	20.0	35.6
45. Evaluating participant progress and his/her own performance in reaching course/workshop goals	74.4	24.4	36.7
46. Using tests and results in an ethical, knowledgeable and responsible manner	89.1	53.3	75.0

TABLE A (continued)

Specific Competency	Necessary to Function Effectively Percent	Used Daily/Weekly Percent	Developed in Formal Educational Preparation Percent
FUNCTION V: STAFF AND ORGANIZATIONAL DEVELOPMENT			
Consulting with faculty, classified staff and/or administrators on human and organizational issues within institution and perhaps planning and conducting training sessions or workshops around issues. Counselor demonstrates competency by:			
47. Setting goals and establishing priorities within institution	72.9	23.5	29.9
48. Interacting with other components of institution to determine feasibility of identified goals and methods of achieving goals	76.5	35.3	31.0
49. Developing and/or presenting inservice staff development activities	69.7	16.9	28.9
50. Providing information to other college components in one or more of following areas: learning theory, student characteristics, student needs, program effectiveness, management theory, and organizational development	77.9	24.4	31.0
51. Evaluating results of their interventions	67.5	16.9	31.0

TABLE A (continued)

Specific Competency	Necessary to Function Effectively Percent	Used Daily/Weekly Percent	Developed in Formal Educational Preparation Percent
FUNCTION VI: ORGANIZATIONAL MANAGEMENT			
Counselor performs within the counseling area such management functions as planning, staffing, organizing, directing, and or evaluating. Counselor demonstrates competency by:			
52. Performing basic research and needs-assessment analysis	65.9	15.9	50.0
53. Planning programs which relate institutional goals and department/area goals for short/long range	71.1	9.6	35.4
54. Managing personnel, budgets and other aspects of program implementation	44.9	23.1	28.6
55. Evaluating success, recommending changes in program design	72.5	16.3	39.0
56. Selecting, training and supervising personnel associated with organizational management area	48.1	13.9	29.5
57. Provide timely, accurate and adequate means of disseminating necessary information to personnel	73.4	46.8	33.3
58. Establishing appropriate lines of communication with administrators to facilitate activity	71.8	48.7	34.6

TABLE A (continued)

Specific Competency	Necessary to Function Effectively Percent	Used Daily/Weekly Percent	Developed in Formal Educational Preparation Percent
FUNCTION VII: ARTICULATION Counselor articulates flow of information regarding programs, requirements, transfer arrangements and all other aspects of internal/external agreements of concern to clients, institutions and/or community groups. Counselor demonstrates competency by:			
59. Accurately interpreting state articulation agreements	94.6	59.1	15.1
60. Communicating articulation agreements and other information relating to institution, counseling services and problems in both oral and written form to audiences both within and outside institution	91.3	52.2	19.6
61. Assisting students to make decisions regarding transfer and job placement based on knowledge of articulation agreements, requirements, etc.	97.9	85.1	21.1

Note: N=108

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BIOGRAPHICAL SKETCH

James Matthew Schneider was born June 16, 1924, at Cincinnati, Ohio. He graduated from Withrow High School where he was active in sports and music in June 1942. He entered the United States Navy in November 1942 and served in various assignments including nine years as an instructor at the United States Naval Academy where he taught aerial navigation and radar principles. He has also taught basic and advanced electronics, and social studies (United States History, Latin America History, Psychology) courses. Currently he is an Associate Professor at Brevard Community College where he has been employed since April 1974 as a Counselor, served as Coordinator of Cooperative Education, and taught psychology courses. He graduated from Capitol Radio Engineering Institute, after completing their program in Advanced Electronics Engineering, majoring in Space Data Systems. He received the Associate of Arts and Associate of Science degrees with honors from Brevard Community College; Bachelor of General Studies and Bachelor of Science degrees majoring in Teaching and Social Studies from Rollins College graduating Suma Cum Laude; Master of Education degree in Guidance and Counseling from Stetson University, and a

Specialist in Education degree in Design and Management of Post-Secondary Education majoring in Vocational, Technical and Career Education from Florida State University.

He has held various management positions in private industry, including accountant, production manager, quality control, assistant to the president, and has served as a management, production, and educational consultant to both private and government organizations.

Currently he is professionally certified in the State of Florida at instructional levels of elementary through junior college in the subject field of electronics, guidance, and social studies. He is also certified professionally as a Certified Professional Logistician (C.P.L.) by the Society of Logistics Engineers, and as a Senior Engineering Technician (S.E.T.) by the Institute for Certification of Engineering Technicians. Other professional training and certification he has received is as a Gestalt Therapist and as a Lüscher Color Testing and Analysis specialist.


James Schneider currently is a member of educational honorary societies Phi Theta Kappa, Phi Lambda Theta, and Phi Delta Kappa where he currently serves as a chapter president. In addition he currently holds membership in the following professional organizations: American Association for Higher Education; American Association of Sex Educators, Counselors, and Therapists; American Personnel and Guidance Association (APGA, ACES, AMEG, ACPA, and NVGA); American Society for Certified Engineering Technicians;

Florida Association for Community Colleges; Florida Association for Personnel and Guidance Association (FPGA, FMEG); Florida Association for Staff Program and Development; Institute for Certification of Engineering Technicians (currently a Society of Professional Engineer evaluator for certifying applicants in the fields of electrical, electronic, and civil engineering); National Council for Staff, Program and Organization Development; Society of Logistics Engineers (past chapter president, served in various local, state, and international positions).


Other contributions in the educational field have included the design/development of training aids, training films, systems, curriculum, and educational facilities including supervision of construction. He has written several textbooks, technical books, and articles in the field of electronics and management, and published short stories, poems, recordings, and a newspaper.

James Matthew Schneider is married to the former Sue Myres and has a daughter and granddaughter.

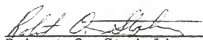
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James L. Wattenbarger, Chairman
Professor of Educational Administration

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Herbert Franklin
Assistant Professor of
Educational Administration

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


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